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ABSTRACT

Involvement in student activities has many advantages for the middle level student. Such activities promote achievement, citizenship, and service to the community while developing self-esteem, self-confidence, and social cooperation. This book is intended as a tool for middle level schools to motivate, develop, guide, involve, and provide middle level students with the opportunity to participate in and enjoy school life. Methods to accomplish this goal through leadership training, building multicultural programs, addressing special needs, and implementing student activities are provided. The goal is to serve all students and foster inclusion for those students of diverse social, economic, and cultural backgrounds. Chapter 1, "Involving the Uninvolved," provides information on developing self-esteem. Chapter 2, "Gaining Support for Middle Level Student Activities," provides information on the importance of student activities and gaining support from faculty and staff. Chapter 3, "Middle Level Student Council Philosophy and Organization," provides guidelines for an inclusive and effective student council. Chapter 4, "Middle Level Student Activities Designed for Inclusion," describes a monthly theme program with suggested activities. Chapter 5, "Building Teamwork and Understanding between Cultures," provides suggestions for developing an appreciation and understanding of the many cultures represented in a school. Chapter 6, "Community Service Projects," provides activity suggestions to help develop students' sense of community and morals. Chapter 7, "Activities To Foster Cooperation," provides suggestions for activities to develop cooperation skills. Contains 13 references. (SD)

Middle Level

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To Involve The Invisible Student

By Sue Rimmer
and Jim Arico

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Activities

Middle Level

To Involve The Invisible Student

By Sue Rimmer
and Jim Arico



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Foreword

Dear Middle Level Adviser,

Involvement in student activities has many advantages for the middle level student. Students who are involved in cocurricular activities while in the middle grades generally have higher achievement and improved attendance. They are less likely to experiment with drugs or participate in illicit behaviors, and they develop personal traits that enhance positive personal growth. Student activities promote achievement, citizenship, and service to the community while developing self-esteem, self-confidence, and social cooperation.

Developing a connection to school—whether through activities or the classroom—is one of the major factors in dropout prevention. We know that students who participate in activities in the middle grades are likely to continue to be active in high school, college, and beyond. Knowing all this, our goal as middle level educators should be to get as many students involved in cocurricular activities as possible. Sue Rimmer and Jim Arico have had much success with involving all students in activities at Parkway Northeast Middle School. We hope their ideas will illustrate some new ways of providing opportunities for your students to experience success.

Sincerely,

Susan Galletti
Associate Executive Director;
Director of Middle Level Services

Jeff Sherrill
Middle Level Program Manager
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Preface

Every teacher can use a new idea. Sue Rimmer and Jim Arico have been sparking enthusiasm and motivating our student body with new activities at Northeast Middle for several years. They have even hosted workshops here that have introduced not only our teachers and parents to new and inventive ideas and activities, but advisers from other school districts as well. It has been our honor to have given Sue and Jim release time to travel to both state and national conventions and workshops where they have had opportunities to share their innovative and uplifting ideas.

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As Principal, I have seen not only our students but our administrators, teachers, support staff, parents, and even other schools within our District become cohesive and energized by the interaction with Sue and Jim's Leadership Days, and other activities. Each of us has been given a sense of inclusion, ownership, pride, and self-well being as a result of student council endeavors.

Mike Shipman
Principal, Northeast Middle School
Parkway School District
St. Louis, Missouri

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Introduction

Imagine 80 to 100 students sitting together in a room. The eighth grade student council president steps up to the podium and calls the meeting to order. One hundred middle-schoolers who were just excused from class to attend this meeting are ready to talk to each other about many things concerning their school. They listen to the secretary read the minutes. A motion to approve the minutes as read comes from a seventh grade African-American student, with a second from an Asian-American. The scene is now set for these seventh and eighth graders of Caucasian, Puerto-Rican, Russian, and various other ethnic backgrounds to listen, support, contribute, and work together to accomplish a coordinated effort for their school.

A committee forms to handle publicity for the upcoming dance. Another committee discusses dance decorations and how to get everyone in the school involved in making the dance a success. A third committee establishes a Basketball Shoot-a-Thon as part of the dance activity. Each student has his/her own opinion, style, and ideas. Yet, they are united in their efforts. Setting aside cultural differences, their mission is to plan an activity with the potential to include everyone and represent all groups of students within their school.

Does this sound like a dream world? By using this book as a tool to motivate, develop, guide, involve, and provide middle level students with the opportunity to participate in and enjoy school life, it can happen at your school too. You can accomplish it through leadership training, building multicultural programs, addressing special needs, and

implementing student planned school activities. We must teach today's students to be responsible citizens of the world as they emerge as leaders in a global society. In what direction will our leaders take us? Will they understand responsibility, participation, and citizenship? Will our leaders be sensitive to a multicultural society as well as to the special needs of those less fortunate or different from themselves? A student activity program as described in this book will provide solutions to these questions and get kids involved. At Parkway Northeast Middle School we provide an avenue through student council for all students to be involved in student activities. (See Appendix)

Our educational system must provide a training ground for all students to acquire the skills necessary to allow them to function successfully in life. Lessons a student learns from being part of an inclusive school community will give him/her the strength and self-confidence necessary to find his/her own place in a world of differences.

Middle level students must learn about cultural diversity, human environmental interactions, individual development and identity, ideals, principles, and practices of citizenship in a democratic society. They also need to know how to affect people to create and change structures of power, authority, and governance.

The middle school years can be the most difficult of a youngster's life. There is an enormous need to fit in, to belong to the right group, and to be liked and accepted, and there is a constant uncertainty among these adolescents about their own identity. Middle-schoolers can be somewhat merciless, even cruel, in their acceptance of others. What begins as a quest for belonging can easily lead to acts of intolerance. The solution is inclusion. Schools should serve all students, not just the ones who meet certain social or academic standards. In addition, opportunities for learning and growth cannot be limited to just the classroom.

In order for all students to be involved and take full advantage of the education we provide, schools must consider inclusion, not exclusion, of all students of all backgrounds and levels. Involved students feel attached to their school and value their education. They feel valued and appreciated because they experience ownership in their school. Inclusion is especially important for those students of diverse social, economic, and cultural backgrounds. Feelings of attachment and expressions of acceptance are vital to all. Children face uncertainty in their daily lives

whether from unstable home situations, academic difficulties, cultural biases, or poor peer relationships. Integrating children in the numerous interactions of school may be the only avenue schools can offer these students where they can achieve a modicum of success.

According to Dr. Douglas Petty, a St. Louis Desegregation Plan specialist, there are obvious gaps in achievement areas with minority students. Many enter school at a level one or two years behind their Caucasian counterparts, which sometimes sets them up for inevitable failure. To break this failure cycle, minority students need to be bi-culturally competent. This means that they must function in their own personal culture as well as the culture of the new environment they are thrust into. These students must have opportunities to celebrate their respective cultures while participating in mainstream society. School is a good place to develop such culturally diverse competence.

Petty says five components are necessary for an affective multicultural environment and achievement.

- The first component is an active involvement of the entire school community. Faculty and staff must adopt the attitude that every child is your child. Every student in the school is your responsibility. You cannot move on to the next level without this component.

- Second, your school philosophy and policy must embrace the philosophy of multiculturalism. It is essential to understand that while all are equal in dignity, all are different in terms of their talents, convictions, and beliefs, and these differences are a factor of enrichment for every individual and civilization.

- Third, there has to be a redistribution of power and authority within the school and classroom. Sharing control in their classrooms can be a fearful concept for administrators and teachers. If this component is to be successful, student input and ownership must be allowed to occur. Trust must be established in sharing some control as a classroom teacher. Administrators must obtain a cross section of opinions from their student body. Input and participation in the decision-making process must be fostered and encouraged.

- Fourth, develop higher expectations for minority students. Students—especially low achievers—must be moved out of their comfort zones if they are to accomplish greater levels of achievement and expectations. Teachers must also understand and recognize various learning

styles motivate students to reach higher standards with the variety of tools available to them.

- Last, is the examination of curriculum issues that include infusion of multicultural language, study, content, and teaching strategies sensitive to various learning styles, as well as the hiring of more minority teachers, administrators, and counselors.

Schools must teach tolerance and embody a spirit of open-mindedness. Schools that create an attitude that celebrates diversity have ethnic minority students who fare better academically and are less likely to drop out or turn to substance abuse.

Student councils must be a catalyst for these learning experiences. All students must have the opportunities to engage in these learning experiences. Student councils today can utilize techniques involving and supplying opportunities for all students.

Involving the Uninvolved



"In a real sense all life is interrelated. All men are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly affects all indirectly... I can never be what I ought to be until you are what you ought to be, and you can never be what you ought to be until I am what I ought to be. This is the inter-related structure of reality."

Martin Luther King, Jr.

Martin Luther King, Jr.'s quote ushers in the point of understanding ourselves—realizing who we are, regardless of age, race, creed, sex, or sexual orientation. Simply put, "I have value!"

An affirmative environment in the home, school, workplace, and community is crucial for nurturing self-esteem. This is a personal and public responsibility. The choice to esteem ourselves is also a decision for which each of us, ultimately, is personally responsible, no matter what our background.

Self-esteem develops when primary needs of life have been appropriately satisfied. High self-esteem can be gained when people experience positive feeling within distinct conditions. There are four conditions of self-esteem.

- Connectiveness is the feeling a person has when he gains satisfaction from associations that are significant to him, and these associations are affirmed by others. It could include feeling connected to a past or heritage. This causes one to feel good about either relations or to what one belongs. In connectiveness, students must gain a feeling that they are important to others, "significant others" especially. Simply defined, connectiveness is belonging to something or someone.

- A second condition of self-esteem is uniqueness. This concept is a special sense of self a person feels when she can acknowledge and respect qualities or attributes that make her special and different, and when she receives respect and approval from others for these qualities. Uniqueness is all about knowing there is something special about one-self, in spite of recognizing similarities to other people. There is something special about being able to express yourself in your own way. Vitally important, also, is the awareness that others think you're special. Conceptually, this awareness helps in one's own self-respect as an individual. Uniqueness is defined as enjoyment of feeling, or being different without having to make others uncomfortable.

- A third condition of self-esteem is power. This is a sense that comes from having the resources, opportunity, and capability to influence the circumstances of one's own life in important ways. Feeling you are in charge of your life can give you a sense of power. It means being able to use the skills you have in situations which require those skills. This assurance or power gives one the good feeling that one can solve most problems which one might encounter.

- Fourth, reference points, called models, provide a person with human, philosophical, and operational examples that help one establish meaningful values, goals, ideals, and personal standards. All four conditions should be present continuously for a high sense of self-esteem to be developed and maintained. No one condition is more important than another. If any one condition is not adequately provided for, there is a decrease of, or a distortion in, self-esteem.

According to the *Harvard Educational Review*, modeling for individual awareness carries a responsibility and also a power. There is a

power of the leader over the follower (teacher over student). (Beane, p. 2) There is a culture of power. This culture of power takes the shape of linguistic forms, communicative strategies, and presentation of self, i.e., ways of talking, walking, dressing, and interacting. For example, an African-American student will recognize immediately if an African-American leader/role-model is speaking a historically white dominated-society vernacular or if he or she is using an African-American linguistic form. This may be an instant turn-off or alienation. A student may become disenchanted upon listening to the leader/adviser if the power structure does not bring the culturally diverse student to the point of inclusion. Students of multicultural backgrounds are instantly aware of power structures or the culture of power in a setting. An unspoken rule is, "the rules of the culture of power are a reflection of the rules of the culture of those who have power." Simply put, "The culture in power makes the rules." (Beane, p. 4) The next step for the culturally diversified student is simply to learn how to negotiate within this power structure and not simply avoid it. Otherwise stated, "If you are a participant in the culture of power, being told explicitly the rules of that culture makes acquiring power easier." (Beane, p. 4) Therefore, once the minority or multicultural students are grafted into this culture of power, power structure, single-culture rule, the more diverse and inclusive the organization, school, club, or activity will become. One more thought on the power structure within a group or school is that those with power are frequently unaware—or least willing to acknowledge—its existence. Those students with less power are often the most aware of the "culture of power" existence.

The initial premise of modeling becomes of vital importance if the model is one that segregates rather than integrates. It then becomes a deficit model. Deficit model is a term used to describe city school situations and has been cited for negatively influencing poor and minority children for the last 30 years. (Sautter, p. 6) Currently, educators are beginning to paint a more accurate, positive, and constructive profile of city kids and the way in which they learn. Researchers, educators, administrators, and social workers are highlighting student strengths rather than "deficits." There is almost no difference at age four in the performance of children of different races and backgrounds. What is different is how they display their developmental characteristics. Minority students come into school relatively equal and after third

grade are frequently identified as failures. By eighth grade the distance between test scores of poor and many minority children versus middle class students is greater rather than smaller. So we have a situation where children come into school and do progressively worse the longer they are there. So how do we change the model? How do we build on the real capacities, experiences, culture, and linguistic attributes of inner city and minority students? (Beane, p. 5)

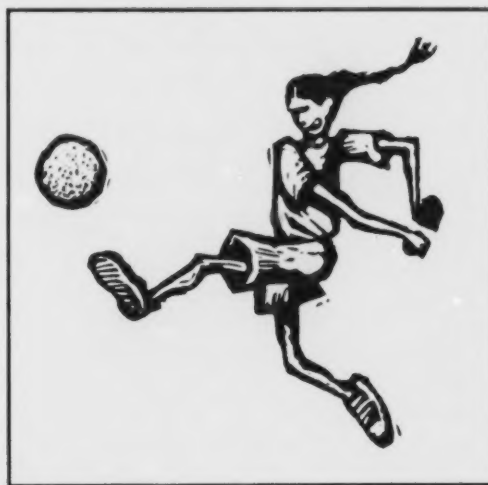
We must concentrate on student strengths, not deficits. Educators, especially student council advisers, must build learning strategies around the personal skills, interests, abilities, language, and culture of individual students. We must tap into their multifaceted lives, couple these students with Caucasian students, or the culture of power, and let each interact and integrate the experiences into a cohesive working machine called a student council.

Advisers must recognize and then involve these students of great potential. Many students of multicultural backgrounds are involved in dynamic and diverse social relationships in families, friendships, and communities, and because of this they are often very expressive and creative. Subculture language, problem-solving, gang-government or power structures, and organizational skills are really "hidden talents" of these students. (Sautter, p. 6) We need to downplay student inadequacies and instead foster daily successes. We must take daily inventories of each student's strengths, abilities, interests, and learning styles. Every lesson plan a teacher/adviser prepares must take these concepts into consideration. Helping kids achieve their full personal and social potential should be our fundamental mission.

Children who are in self-affirming situations, who are supported and acknowledged daily, become more confident, gain better coping skills, and interact positively with those around them. Child psychologist Emmy E. Werner's research indicates that the influence of a caring adult was the single most important way of making a difference for at-risk students. (Glick, p. 11) Studies have revealed that children who have had at least one person who unconditionally accepted them as they were, are more active and social. More times than not, that one person has been a teacher, counselor, or other school-related adult who served as a role model. Student council advisers have the opportunity to impact students in this way. We must observe through various social activities, the needs, wants, hurts, esteems, of those children engaged in our programs.

Students need to have a sense of mastery in their lives. Student council advisers are positioned to reduce negative outcomes to which our kids are exposed. We as advisers must reduce negative outcomes by altering the risk factors. "Failure begets failure, success begets success." We must strive with students of diverse ethnic backgrounds to never set them up for failure. We know that failure is a good teacher at times, but until that minority student, that heretofore uninvolved urban youth, or that timid at-risk child has reached a confidence level in your student council, an assurance of success needs to be cultivated. (Sautter, pp. 8-9)

Self-esteem and self-efficacy are accomplished as educators broaden the types of activities and learning strategies available to multicultural students. Student council activities allow more students to experience success. Building social competencies also builds academic skills. Hands-on learning allows students who do not learn well abstractly to gain and demonstrate new knowledge. Organizational, communicative, resourceful, and learning units allow students who are expressive to show other students that they can do some activities well. This links interest with learning. With this approach, students develop increased personal responsibility which builds academic performance, which in turn builds self-esteem and improved social and developmental skills. This manifests to its greatest potential when these students become involved in community-sponsored, community-identity, or community-service programs that offer constructive opportunities. These situations allow students to shine and receive praise in their own backyards and from those whom they know. Student council is a tremendous avenue for city, minority, and multi-ethnic students to link with such civic exposure. Not only will self-image improve, but carry-over value into the classroom results, and these students become more determined to reach past their goals and establish even higher ones. Student councils would then be guilty of reinforcing success-oriented programs. Additionally we would be motivating our students and building esteem in young lives. We would transform insecurities, and reach into communities that cross ethnic boundaries.



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Gaining Support for Middle Level Student Activities

Student activities in the middle school are sometimes looked on as a necessary evil. In other words, they are necessary to the development of the middle school-age child, but are somewhat "evil" because they can disrupt the school day and may require a lot of adult planning. They are considered to be disruptive because teachers must be flexible in their planning and teaching in order to accommodate the many cocurricular activities that take place in a middle school. Some events may cause students to be absent from the classroom. The absences sometimes seem excessive to uninvolved teachers, however, they are necessary because middle school activities are not automatical-

ly built-in like they are in a high school. True middle school philosophy does not embrace competitive sports teams and meets, popular elections of kings and queens, or dating.

The activities in a middle school do not just happen as a spin-off of seasonal sports or events, but more often they must be created and supported by the adults in the school. Therefore, it becomes necessary for the middle school staff members to incorporate student council activities and philosophies into their own classroom curriculum and planning. For example, it may benefit a classroom teacher to decorate his or her classroom around the student council "theme of the month/week." It may also be necessary for teachers to give class time for student council reports, results of meetings and voting, class competitions, and other activities. School personnel also provide much needed support and guidance for brainstorming sessions, chaperoning, picture-taking, game organizing, and transportation. In addition, school personnel must facilitate with community relations, parent contacts, policy making, and providing input for student evaluations.

When teachers model involvement in student-initiated activities, it sends a message that what the students are doing is important, vital, and a necessary part of the school. It shows that the teacher has interest beyond the four walls of the classroom and genuinely cares about his or her students. It places a seal of approval on the students' decisions for their various activities. It is vitally important that the staff of the school adopt a philosophy for student council that first reaches the child outside academia, and second, brings the school into unity, harmony, and oneness of coordinated activities and learning situations. What academic class teaches time management, mutual acceptance, teamwork, and fiscal responsibility?

Experts constantly remind us that educators are responsible for the education of the whole child. Therefore, we deal with not only the academics but are also responsible for the physical, social, and emotional development of our students. With this thought in mind, teachers and administrators do those things that extend beyond their own home and classroom and into the "real" world. These extra, real-world things are not required of the staff. They aren't required to do them. Yet, if your staff as a whole shares the whole-child-student-activity-philosophy, staff members will do the extras selflessly to improve the quality of life around your school.

Administrative support is crucial to the success of your program. If administrators recognize the validity of what activity advisers do, they will influence and encourage the rest of the staff to actively participate and involve themselves in your student council program. Administrators will find your program valid if you can help meet one or more school goals, such as creating a family atmosphere where everyone is included. You can do this through activities you create. Building responsible, civic-minded students is an additional goal that can be accomplished by a strong activities program.

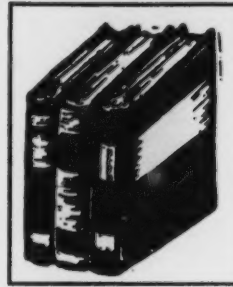
Lastly, the most important factor in getting support for your program is public relations. Positive public relations not only increases the pride and respect your students have, but administrative school district and community enhancement is also achieved as well. With positive accomplishments, a sense of goodwill is established. According to Earl Reum, student activities expert and motivational speaker, a good student organization should inform, involve, and promote its goodwill activities throughout the entire school and the community it serves with the emphasis on the creation and promotion of goodwill. This in turn will surely sell your program to the administration and staff.

The following are suggestions to gain support from the school faculty and staff:

1. Meet regularly with your school administration.
2. Always discuss proposed activities with the faculty and administration to get their recommendations and approval. Seriously consider and follow through on recommendations they may have.
3. Invite faculty members to work on committees with students or to help sponsor or chaperone events.
4. Offer babysitting or other helpful services to staff once a month for staff members' children.
5. Make sure your activities are well planned and worthwhile. It helps if a proposed activity can help meet a school goal.
6. Always remember to send thank-you notes.
7. Keep classroom disruptions to a minimum. Always cooperate with the faculty on such matters as taking students out of class and scheduling activities around important tests such as end of semester and required standardized tests.

8. Offer yourself and your leadership group to help a faculty member with odd jobs such as cleaning rooms, blackboards, stacking books, etc.
9. Create an attitude of mutual respect. Sponsor faculty appreciation events such as secret pals, teacher appreciation week, faculty member of the week, etc. Help to publicize teacher's accomplishments..
10. Pay the P.R.I.C.E. to be effective: Identify your Public. Reach out to them. Involve everyone. Communicate clearly. Enthusiasm is a must.

Student organizations must gain support from the following groups: students, faculty and staff, and the outside community that the school serves. The most important aspect of public relations is communications. Without good and effective communication, public relations do not occur. Establishing good communication with the previous three groups will do much to gain support for your group and its activities. Good communication, however, must first exist within your own organization. All members must feel as though they are included in the groups and play an important part in its success. They must be valued by themselves and each other. It takes the whole group working together to make an impact and be an organization that the school will respect and remember.



Middle Level Student Council Philosophy and Organization

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Research on effective middle schools tells us that for a school to be truly successful, the staff and administration must believe that all students can learn. As a personal philosophy, we believe that all students can learn and will want to learn if the school has created a community environment. A community environment is inclusive and serves all students much like a family. Families and communities bond because of shared goals, values, and common experiences.

In a community environment, kids feel that they have a say in what is happening around them and that their opinions and feelings are valued. They feel like an important part of what is happening. Middle school kids need to become involved in any process that affects their immediate environment and, unlike some older students, they want to be included. A community environment is inclusive and serves all students. Opportunities for learning cannot be confined to the classroom. No one should feel left out. Students should be encouraged to learn lessons of cooperation, self-esteem, and leadership through cocurricular activities such as student council. Students become more attached to school and learning as a result of their involvement. A truly participato-

ry student council can help create an atmosphere much like a family, where everyone cares about each other. A good student council should go beyond the lessons of good citizenship.

Once you feel comfortable that you have laid the groundwork for your council, begin a three phase organizational process. The first phase is to elect schoolwide officers. Our student council presidents and vice-presidents are elected from the eighth grade and secretary and treasurer are elected from either the seventh or eighth grades. Class presidents and vice-presidents should also be elected.

Begin with an informational meeting for all students interested in running for schoolwide offices. Explain to them what student council is, what it does, when it meets, and what the expectations and requirements are for each position. It is also important to tell them what happens when they don't meet the expectations of their office. Parkway Northeast Middle does not have rules and regulations but rather expectations for our kids to meet. We expect them to maintain average grades and citizenship and to be in good standing with the school after they are elected. Everyone starts with a clean slate and anyone can run for an office. However, if they don't meet the expectations, we set goals for them. If they meet the goals, they can continue to be a part of student council. If they don't, they may be put on probation or suspended for a given time period. Each case is handled on an individual basis, because each person is an individual, complete with his or her own unique set of circumstances. This keeps the kids actively involved and keeps them striving for improvement. It also allows for kids from all races, backgrounds, and achievement levels to be involved and does not discriminate on the basis of academic or behavioral achievement levels.

Discuss election procedures with the candidates. It is always good to have candidates give speeches during an all-school assembly. These students should also be required to have parental permission before they run for an office as this involvement will require a huge time commitment on their part. Parents need to be informed and their support is crucial to the child's success as an officer.

Organize your election so that expectations are clear to all students involved. Do not allow students to go overboard with their campaigns. Three days is usually enough time to conduct a good campaign. Rules should be established to give each candidate a fair chance. Students should be required to make all campaign materials themselves; no com-

mercially printed items should be allowed. Students can make effective posters, fliers, and buttons themselves. Set a maximum number of materials allowed for campaigns. Students should also be required to write a letter to their principal stating their platform and position on school issues. This could be done as part of the process of filing for office. After the students file for office, the election campaign begins. As election day approaches, the candidates can be seen busily campaigning before school, during lunch, and between classes. Election day is terrific. The students take a serious look at all candidates when they give their speeches. Voting is held immediately after the assembly in their homerooms. After the election results are announced, a meeting is held to console those candidates not elected and to let them know about the other available options to get them involved in student council.

The second phase of this process is the election of homeroom representatives. Each homeroom must elect someone to represent their class at the student council meetings. Interested students must write a letter to the class and explain to them why they would make a great student council representative. They also give a one-minute speech to the class and the class then votes on the candidates. These students are responsible for reporting the meeting results to their class and for communicating the class members' thoughts and feelings to the student council. Representatives are also responsible for motivating and involving the homerooms in student council activities.

The third phase of this process is the selection of members-at-large. Members-at-large are the active workers of the group. Interested students must have 30 people sign a petition stating that they feel the person is qualified to represent them on the student council. A completed petition allows the student to be a part of student council, to attend meetings, and to work on committees as needed. These students are often the most dedicated members of the group because they are not members based on popularity, but are members based on sincere desire.

Using this process allows anyone who is interested to be a part of student council. Students must be responsible and meet expectations. Each student is given every opportunity to meet the criteria. This allows the student with even the most difficult personality to be a part of the action. Our schoolwide student council has proven to be a great program, bringing students, parents, and faculty members together by promoting

student involvement within the school and community. We take great pride in our accomplishments because everyone has had a role in their success from the students, to the teachers, to the administrators, and the parents. It confirms what we believe: together we achieve more.

Constitution of the Student Council
Parkway Northeast Middle School

ARTICLE I Membership of Student Council

Section A: The student council membership shall include student council officers, class officers, class senators, and members-at-large.

Section B: The student council officers shall include a President, Vice President, Secretary, and Treasurer.

Section C: The class officers shall include a President and Vice President.

Section D: The student council officers and the class officers shall make up the Executive Council of the student council.

Section E: One representative (Senator) to the student council shall be elected from each fifth period class.

Section F: Members-at-large will be selected on an "as needed" basis. Any student may petition for this office.

ARTICLE II Qualifications

Section A: The student council President and Vice President will be eighth grade students. Candidates for Secretary and Treasurer will be in any grade.

Section B: An officer or member of the student council must maintain satisfactory grades and citizenship as determined by the administration.

Section C: Any elected officer failing to maintain the duties and expectations of the office may be suspended from office for one quarter. Guidelines for determining continued eligibility exist and are distributed annually.

Section D: If any student council or class officer position becomes vacant the succession is as follows: Vice President to President, Secretary to Vice President, and Treasurer to Secretary. If the office of Treasurer is vacated, the adviser shall appoint a Senator to fill the vacancy. If class Senators need to be replaced, the teacher will conduct another election.

ARTICLE III Duties

Section A: President of Student Council

- 1. Act as chairman of each meeting.*
- 2. Be an ex-officio member of every committee.*
- 3. Represent the school at school functions.*

Section B: Vice President of Student Council

- 1. Assume the duties of President during the absence of the President.*
- 2. Assist the President as required.*

Section C: Secretary of Student Council

- 1. Assume the responsibility of keeping accurate meeting notes.*
- 2. See that meeting notes are posted and that the student body is informed of student council activities.*
- 3. Act as corresponding secretary.*

Section D: Treasurer of Student Council

- 1. Assume the responsibility of the funds related to student council.*

Section E: President of Class

- 1. Act as chair of individual class meetings.*
- 2. Attend each Executive Council meeting.*

Section F: Vice President of Class

- 1. Assume duties of the President during the absence of the President.*
- 2. Be subject to appointment by the student council to be chair of a committee of the council.*

3. *Assume the responsibility of keeping accurate meeting notes at class meetings.*
4. *Act as corresponding secretary for the class.*
5. *Assume the responsibility of any funds related to the class.*

Section G: Senator

1. *Attend all general meetings of the council.*
2. *Be responsible for representing the class at council meetings.*

Section H: Members-at-large

1. *Attend all general meetings of the council.*
2. *Be responsible for representing special interest groups.*

Section I: Meetings

1. *Meetings may be called by the council President or the adviser.*
2. *Two unexcused absences from regularly scheduled meetings may result in the suspension of that member from the student council.*

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**Parkway Northeast Middle School
Student Council Election Campaign Rules**

Qualifications for Candidates

1. Candidates for student council President and Vice President must be in eighth grade. Candidates for Secretary and Treasurer may be from any grade.
2. Once elected, student council officers, class officers, members-at-large, or senators must maintain satisfactory grades and citizenship. If in doubt, check with your counselors.
3. Candidates for all positions except senator must prepare a platform letter to the principal, Mr. Shipman. The letter should be given to the office by September 16. The letter should:
 - A. include a statement of your qualifications (grades, present or past activities, other positions held

presently or in the past, etc.)

- B. include a statement indicating why you wish to run for office
 - C. include your platform (what issues should be discussed in the campaign and your position on those issues)
 - D. be written in ink in your best handwriting
 - E. be written in the form of a business letter
 - F. not include any errors in spelling, grammar, or punctuation
 - G. be a maximum of 300 words.
4. Candidates must read and follow the campaign rules.
 5. Students who run for a student council office should realize that it is a time-consuming activity and be prepared to devote an appropriate amount of time needed to fulfill the objectives of an office. We would encourage all tentative candidates to consider carefully whether they will have the necessary time to engage in student council activities, especially if they are heavily committed in the areas of sports or other school activities.

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Campaign Rules

1. Campaign material shall consist of posters made by the students. No other printed material is allowed. No stickers.
2. Posters may be no larger than 22 x 28 inches.
3. Posters placed on painted surfaces may only be attached with staples. No posters in newly remodeled areas. No posters in or leading to science area.
4. Each candidate may place three (3) posters in the corridors and one (1) in a classroom (with teacher permission). One (1) poster per candidate will be hung in the Great Hall. Give that poster to Mrs. Rimmer.
5. Posters may be displayed starting at 2:20 p.m. on Tuesday, September 20, and must be removed on election day by 4:00 p.m.
6. All posters must be approved and initialed by Mrs. Rimmer.
7. Posters may not be printed commercially. All material must be prepared by students. Paper and poster board may be purchased in the school.

8. A candidate may obtain a student manager to help with the campaign.
9. All candidates, with the exception of Senatorial candidates, must prepare a speech to be given to the student body during an assembly. Speeches will be no more than two (2) minutes in length and must be approved by Mrs. Rimmer before September 22. Any candidate reciting something other than the approved speech will be automatically disqualified.

Student Council Expectations

You are expected to maintain satisfactory citizenship and academic progress, as determined by the administration, while serving as a student council officer, member-at-large, or senator. The following guidelines will be used in determining continued eligibility.

Guidelines

1. Information concerning your academic progress and citizenship will periodically be gathered from the following sources:
 - Progress reports
 - Report cards
 - Teacher/Counselor reports
 - Administrator reports
 - Student council adviser reports
2. If information from any source indicates that you are performing below expectation, any or all of the following actions may be taken.
 - Conference with Mrs. Rimmer and Mr. Arico
 - Conference with Mrs. Rimmer, Mr. Arico, Mr. Shipman, and your parent. Goals will be set and you will be placed on probation.
 - If the above conferences have taken place and you have not met the goals set or made substantial progress toward them, a recommendation will be made to Mr. Shipman to remove you from the student council.

Student's signature

Parent's signature

Parkway Northeast Middle School

TO: 5th Hour Teachers

FROM: Sue Rimmer & Jim Arico, Student Council Sponsors

The role of a student council varies from school to school. There is very little absolute about what a student council must be and there are many things a student council can be. The individual school, attitudes of the students, faculty, and administration play a large part in determining "What is a student council?" We believe a student council is a group of students elected by students organized to promote and plan school activities, represent the interests of the students to the faculty and administrators, and develop a role of leadership and service to the school.

In order to be an effective and viable force within the school community, a good student council should:

1. fairly and equally represent the student body
2. perform worthwhile functions within the school
3. be based on democratic principles
4. maintain open communication with the students, faculty, and administration.

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These four principles make up our goals for the new school year. Please keep them in mind while conducting Senator elections with your fifth hour classes. Each fifth hour class is to elect one Senator. The person receiving the next highest vote will be the alternate. The alternate will substitute for the Senator in the event that he/she is absent.

The Senator shall:

1. attend all council functions
2. collect ideas for council activities
3. propose and support motions brought before council that support what is best for the students
4. serve on committees
5. report results of council actions
6. welcome new students to the school
7. talk with and listen to the ideas, needs, and desires of the people he/she represents
8. represent his/her fifth period class on the student council and to the administration.

Member-at-large positions will also be available. We have attached a copy of the petition and job description. Please inform students that they may petition for this office if they have not been elected as a senator or officer. They must obtain a petition from Mrs. Rimmer or Mr. Arico during lunch, on September 27 and return it by September 30.

Campaign rules are:

1. Limit the campaign to September 23-26, with the election on September 26.
2. Posters and campaign materials are not allowed.
3. Have interested students write a platform letter to you, their fifth hour teacher, stating their qualifications for Senator.
4. Candidates should write a one-minute campaign speech to present to their fifth hour class.
5. After all speeches have been given, have the students vote by secret ballot. We suggest not voting by a "show of hands" because peer pressure often prevents them from voting for whom they really want.
6. Please fill out the accompanying form and put it in Mrs. Rimmer's mailbox by Tuesday, September 27.
7. Please stress that all Senators must maintain good grades and satisfactory citizenship as determined by the administration.

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Thank you for all your help. We think the process will be educational and fun. If you have any questions, don't hesitate to ask for help!

Return to Sue Rimmer's or Jim Arico's mailbox by Tues., Sept. 27.

Teacher's Name

Senator

Alternate

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Student Council Member-At-Large Representatives

At-large representatives will be subject to the same rules and regulations as other student council members. They must maintain average grades and good citizenship. Their duties will be to represent a group of students to the student council executive committee. This will involve attending student council meetings. Other duties may be assigned as determined by Mrs. Rimmer and the school administration. In order to be considered for an at-large position, each candidate must have a petition and obtain at least 35 signatures. If all the signatures on the petition are valid, then that person will be considered for an at-large position on the student council. Please turn your petitions in to Mrs. Rimmer, E31, or Mr. Arico, no later than Friday, October 6.

Member-At-Large Petition

WE, the undersigned, feel that _____ is worthy of serving on the student council as an at-large member.

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- | | |
|-----------|-----------|
| 1. _____ | 21. _____ |
| 2. _____ | 22. _____ |
| 3. _____ | 23. _____ |
| 4. _____ | 24. _____ |
| 5. _____ | 25. _____ |
| 6. _____ | 26. _____ |
| 7. _____ | 27. _____ |
| 8. _____ | 28. _____ |
| 9. _____ | 29. _____ |
| 10. _____ | 30. _____ |
| 11. _____ | 31. _____ |
| 12. _____ | 32. _____ |
| 13. _____ | 33. _____ |
| 14. _____ | 34. _____ |
| 15. _____ | 35. _____ |
| 16. _____ | 36. _____ |
| 17. _____ | 37. _____ |
| 18. _____ | 38. _____ |
| 19. _____ | 39. _____ |
| 20. _____ | 40. _____ |



Middle Level Student Activities Designed for Inclusion

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What is an easy way to build cohesiveness among students and staff? The answer lies with the coordination of monthly themes for your school. Monthly themes can serve two purposes: They can help your council in planning activities and events for a particular month while promoting a natural link between different areas of the curriculum.

What is a theme? A theme is a topic, an essay, a recurring or identifying subject associated with a song, musical, radio or TV series, such as a theme song. Theme units draw on students' prior knowledge. Materials are organized to capitalize on students' natural ability to make connections between what they already know and what is being introduced or studied. Learning is enhanced as students use past knowledge and experience to process new information. This new knowledge now becomes the basis for future activities.

When a theme and activities are organized around a central topic, students construct meaning, solve problems, coordinate schoolwide thoughts, concepts, and traditions, and new learning skills and experiences. Subjects like time-management, goal-setting, or fund-raising

become tools for learning as much as social studies and language arts.

Why use themes? Students become active seekers of knowledge rather than passive recipients. Students learn to coordinate with one another. Your school is encouraged to explore different viewpoints and/or approaches. Students learn from different viewpoints rather than one single text. Students get excited about how their themes are incorporated into different subjects; using the students' ideas as opposed to the teachers' lesson plans results in the students getting excited about learning.

In order to create effective monthly themes one needs to gather resources, gather a variety of materials that reflect different perspectives, and involve students in the decision-making and selection process. Allow students to have some "say-so" as to how to organize themselves for the theme activities. For example: students can initiate a Valentine's theme for February, weekly ideas and projects climaxing at Halloween in October, and special themes or projects happening around sports games, events, or special occurrences in your school district and/or community. Once the event is selected allow your students to brainstorm as to how to apply these ideas to various curricular areas. For example, a mock presidential election in November is a special event that crosses curricular lines and simultaneously emphasizes the importance of the individual; encourages the individual to get involved and cast a vote. The individual can make a difference. The monthly "Importance of the Individual" theme is carried out most often in social studies, but language arts classes can incorporate this theme by writing about the Constitution or biographical sketches of past presidents, and other famous Americans. In science, a study of a single catalyst used in speeding the reaction of compounds or mixture demonstrates the importance of a single individual contribution.

From the concept of monthly themes, a further division into weekly themes can be developed. For example, the November election theme can be broken further into weekly ideas. The first week theme could be Citizenship Week, with an emphasis on voter registration. Recognize good citizenship and individual skills and perhaps even recognize outstanding citizens in your community with an assembly. Walls of fame are excellent during this week.

Weekly themes can also be broken into daily themes. Daily themes continue and develop the ideas of your weekly themes. Coordination of

classes on a daily basis establishes unity throughout the school with contests, dress-up days, fund-raisers, candy days, etc. Each day can culminate with the collection of points earned by advisory groups or home rooms during the school day. Middle schoolers love the competition and prizes, while the schoolwide theme is developed and enhanced. Additionally, anticipation levels increase their positive peer pressure. Students literally look forward to not only taking the same approach later in the school months, but start to look forward to doing yearly themes and events that establish traditions and expectations.

The following are examples of monthly themes and the activities that correlate with them. Your student council may wish to use these as a guide.

Sample Monthly Themes and Activities

Make sure your activities are planned for both in school and out of school time. Certain activities held during the school day are beneficial because it gives everyone a chance to participate, however there must be a balance between them. Be sure that each of your projects has a goal and that all activities are planned well in advance. Don't overload fund-raisers and coordinate with other clubs.

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SEPTEMBER

Get Involved Month!

- Student council (StuCo) election: council officers, senators, class officers, installation of council, new student involvement in committees
- Survival kits for faculty
- Pay dues to local leadership associations and National Association of Student Councils (NASC)
- Plan a leadership training workshop
- Plan the first dance
- Support and encourage student involvement in school activities
- Hold an activity fair to introduce students to activities
- Get a student birthday list and prepare cards for everyone in school
- Spirit Week
- Lucky Lockers
- Hello Day
- Welcome Day

- Sixth Grader Day/Orientation Program
- Incentive raffles
- Find the invisible student: give prizes for the student with the longest hair, biggest feet, smallest feet, longest pinkie finger, etc.
- Assign Big Brothers/Big Sisters to sixth graders and new students

OCTOBER

Fall into Good Study Skills!

- Teachers emphasize good study habits in classes
- Support and publicize the MS Read-a-Thon
- Establish buddy system/Study Buddies
- Establish peer tutoring program
- Set up study lounge/area for school
- Homework contests—give prizes for the class with the highest percentage of homework completed for a week
- Leadership conference for entire council
- Teach: Basic parliamentary procedure interaction, agenda, minutes, good reporting and recording, review constitution, set goals
- Columbus Day activities
- Hockey and football giveaways
- Harvest Dance
- Halloween Dance
- Pumpkin Decorating Contest
- Mum Sales
- Scarecrow Contest
- Pumpkin Grams
- UNICEF Drive
- Pumpkin Carols Contest
- Spooky Movie Day
- Talk to elementary schools about Halloween safety
- Costume contest
- Club Fair
- Harvest Sale
- Halloween/Fall hall decorations
- Support high school/community homecoming activities
- Shopping cart/homecoming parade
- Council raising

NOVEMBER

Excellence in Education Month

- Observe American Education Week with M.A.G.I.C. WEEK, which stands for Make A Greater Individual Commitment to Northeast! This week is designed to promote the awareness of the reach for excellence theme with spirit type days.

Monday—Goal Setting Day

Tuesday—Puttin' on the Ritz Day

Wednesday—Notes of Appreciation Day

Thursday—Northeast Middle Is on Top with Excellence-Hat Day

Friday—Eagle Spirit Day

- Gobble Grams
- Teacher Turkey Legs Contest
- Scarecrow Contest
- Turkey Bowling
- Holiday meals for the homeless
- Veteran's Day Assembly
- Coach Appreciation Day
- Turkey of the Week
- Turkey Raffle
- Door Decorating
- Turkey Hunt
- Teacher Appreciation
- Secret Pals
- Intramural Football Game
- Voter Registration
- Sponsor Mock Elections

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DECEMBER

Caring and Sharing Month

- Holiday Dance
- Holiday Door Decorating contest
- H.U.N.G.E.R. Week—Helping Unfortunate Neighbors Gain Essential Relief
- Annual canned food drive
- Clothing drive
- Adopt-A-Grandparent Program
- Holiday Hugs

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- Skating party
- Ski trip
- Christmas caroling
- Hanukkah celebrations
- Send Christmas cards to soldiers
- Salvation Army collection
- Toy Drive
- Holiday assembly
- Candy Cane sales
- Holiday Grams
- Party at children's home
- Red/Green Day
- Teacher's Hobo Contest
- Pictures with Santa
- Santa Look-Alike Contest
- Ornament Sale
- Class Tree Decorating Contest
- Have every student create a Caring Calendar listing their personal goals for good deeds during the year.
- Holiday Concert
- Adopt-a-Family
- Celebrate Holidays Around the World

JANUARY

Me Month

- Support and design all advisory activities dealing with self-concept
- Drug Awareness Week
- Schoolwide workshop on self-esteem, depression, refusal skills, etc.
- BIONIC WEEK—Believe It or Not I Care Week. Each day is set aside to honor a different group of people involved in making our school a success.

Monday—Bus Drivers' Day, greet them with coffee and donuts

Tuesday—Administrators' Day, corsages and candy

Wednesday—People Behind the Scenes day, this day includes all secretaries, custodians, cafeteria workers, nurses, and others

Thursday—Teachers' Day, greet them with breakfast

Friday—Kids' Day, teachers do something special for the kids, for example, declare a no homework day

- Second push for involvement in school activities
- Evaluate council contributions to school life and purposes set in October
- Chase Away the Winter Blues Dance!
- Snowman Contest
- Lost and Found Fashion Show
- Community Service projects
- First semester awards
- Leadership Lock-In
- Finals Fever Reliever

FEBRUARY

Heart Month

- Valentine Heart Sales
- Valentine Flower Sales
- Valentine Suckers
- Valentine Dance—"Heartthrob-Hop"
- Penny for Your Heart Campaign for the American Heart Association
- Singing Telegrams
- Heart and Sole
- Good Soles for Needy Souls—Shoe collection for the homeless
- Jump Rope for Heart
- Sponsor a student-faculty athletic game

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MARCH

Creativity Month

- Spring Dance—The Sham Rocker
- Spirit Week
- March Madness Activities
- Spring into Action Projects
- Spring Break Activities
- Talent Show
- Offer StuCo members for Spring Cleaning
- Baseball kick-off activities to usher in new season, such as baseball radar throws
- Plant trees and flowers to beautify campus
- Paint, clean, fix, or repair things in the school that need a little TLC

APRIL

Citizenship/Leadership Month

- Spring Dance—"Life's a Beach"
- Celebrate National Student Leadership Week
- School Service Project—March of Dimes Walk-a-thon with a Step in the Right Direction Week
- Sponsor Leadership Week

Monday—Leadership Day, publicize the beginning of all contests such as poster contests, essay contests, and the leadership poll.

Tuesday—Ellis Island Day, collect for the restoration of the Statue of Liberty and provide trivia knowledge through the school announcements

Wednesday—Appreciation Day, hold appreciation reception for designated good citizens

Thursday—Due Day, all contest entries are due on this day

Friday—Citizenship Day, all school assembly on citizenship. Recognize good school citizens to be placed on "Wall of Fame." Recognize all faculty members who served in the armed forces. Recognize community members and announce all contest winners.

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MAY

Wellness Month

- Sponsor and publicize all activities related to monthly theme
- Wellness Festival
- Track and Field Day
- Mini-Olympics Day
- Outdoor Leadership Experience
- Plan last dance of the year
- StuCo exchange with another school
- Plan yearbook signing party
- Hold election of officers for fall and for high school delegates
- Visit feeder schools to answer questions, develop pride and anticipation

JUNE**The End Is Here!**

- Trip to Six-Flags Amusement Park
- Awards Assembly
- Presentation of school gift
- Give a staff appreciation party
- Plan a council picnic/ice cream party/barbecue
- Prepare delegates for National Association of Student Councils National Conference
- Select delegates for state leadership workshop
- Fundraiser—car wash
- Eighth grade graduation party/dance

Special Weekly Themes

Weekly themes or special event weeks take a fresh turn each time they are used to highlight a different motivation theme. This theme is reinforced through class discussions, curriculum activities, and additional extended activities that address components of the month. The goal of each week is to involve as many students as possible in as many activities as possible which connect them positively to the school.

Follow these steps in setting up a weekly theme:

- 1** For a schoolwide program to be motivational and effective it must have leadership and organization. With this in mind a committee should be formed to create a focus for the theme week.
- 2** Have your committee determine the goal(s) for the week. Is it to focus on a specific skill, character trait, yearly tradition, national issue, a current event, or some area of your school that needs strengthening?
- 3** Create an acronym for your week, for example, M.A.G.I.C. WEEK, (Make A Greater Individual Comment). Acronyms work best because it is easy for students to remember and use them.
- 4** Design specific days with specific activities that involve all students. Each day should build to a culmination of the week's events.
- 5** Activities have carry-over value into the classroom by thematic reinforcement. Teachers provide learning situations by giving class time for student participation, i.e., "pumpkin decorating contest." To further explain this particular contest, the student council gives a general pro-

ject. Specifics like categories, rules, and guidelines are shared within each class. All students then vote on how to decorate "their" pumpkin, which category, and what part each student in the class will contribute. By the time the activity is to be judged, all students will have participated, enjoyed, and worked together to bring about their accomplishment.

6 In order to infuse extra excitement and interest into your programs, innovative schoolwide classroom competitions should be established. For example, classrooms with the highest percentage of participation for the day/week should be recognized and rewarded in some manner. It could be through P.A. announcements, prizes, coupons, certificates, and/or special privileges in which each class is recognized.

7 Events of your weekly themes need to be promoted and advertised to your student body, teachers, parents, and community. Teachers should be given step by step instructions so as to incorporate these activities into their classroom. All materials, worksheets, certificates, etc. should be prepared in advance and given to your teachers for their perusal. This will avoid your teachers feeling as though extra work and burdens are thrust upon them at the last minute and will make their role easier. This will also help generate enthusiasm from your staff.

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Fresh weekly themes reinforce and motivate monthly themes. With this in mind, examples of successful weekly themes at Parkway Northeast Middle School are included here. Your students are a great source of new and innovative activities, especially if your students have attended state and national leadership workshops and/or camps. The following are examples of weekly themes used within National Education Week.

- FOLLOW YOUR F.E.E.T which stands for Find Each and Everyone's Talent.
- Another is LEARN TO F.L.Y. which is an acronym for Find Leadership in Yourself.
- S.T.A.R.S Week is abbreviated from Strive To Always Reach Success.
- M.A.G.I.C. WEEK stands for Make A Greater Individual Commitment.

Weekly themes can be used to highlight special service projects in your school. The following are examples of some we have used:

- HEART AND SOLE for a shoe collection
- A STEP IN THE RIGHT DIRECTION for March of Dimes Week
- LEADERSHIP WEEK for a penny collection
- B.I.O.N.I.C. WEEK stands for Believe It Or Not I Care!

A Detailed Example**Citizenship Month and L.E.A.D. Week**

Good citizens are aware of the privileges and responsibilities of living in America. Active happy citizenship is created by excitement, participation, and involvement in school activities. Therefore, Student Council is sponsoring Citizenship Month along with L.E.A.D. Week.

We hope to involve all of you in some activity and encourage you to become better citizens. We hope you learn something, too!

What makes a good citizen? A good citizen must:

1. inspire patriotism in the country and community
2. assume responsibility
3. serve others
4. inspire loyalty, spirit, and pride
5. be helpful to those who are less fortunate
6. be dedicated.

L.E.A.D. WEEK**Monday—Leadership Day!**

All students are encouraged to participate in our leadership poll. Several facts about famous leaders will be posted. Your job will be to match the fact with the appropriate leader and turn in your results to your student council representative in your unified home base by Thursday, March 15.

Monday is also the beginning of several contests and activities:

★ Essay

StuCo is sponsoring our first essay contest. Essays should pertain to the theme: What are the qualities of a good citizen? Essays should be formally written in ink and should be between 300–400 words. Submit essays to your student council senator in Unified Studies by Due Day.

★ Posters

We are also sponsoring a poster contest. Posters may be designed pertaining to the essay theme or they may illustrate a patriotic theme. Posters may not be larger than 2' x 4'. These will be due on Due Day in your U.S. Home base.

★ Sharing—Clothes Drive

Sharing is an important quality of good citizenship. Student council is sponsoring a good will clothes drive. We have set a goal of one article per student. If we meet this goal we will have more than 1,000 articles of clothing. You may bring in any clothing article you want and turn it in in the morning. There will be a drop-off table located in the main hall. All articles will be contributed to the needy.

★ Wall of Fame

A Wall of Fame will be posted on one of the bulletin boards in the main hall. The Wall of Fame will give recognition to those people you think are model citizens. Nominations may be made during lunch at the StuCo office in the gym. You may nominate anyone, whether that person is your teacher, clergyman, coach, neighbor, or friend. Nominate the people you think should be recognized for their outstanding efforts.

★ Library

We are also asking that students who are on the overdue library list make a conscious effort to turn in their library book during L.E.A.D. Week.

36**Tuesday—Statue of Liberty**

Historically, Ellis Island is the place where during the latter part of the nineteenth century literally millions of European immigrants first set foot on U.S. soil. Ellis Island is no longer the immigration center of the U.S., so the Statue of Liberty Ellis Island foundation established by Congress is responsible for the repairing of the Statue of Liberty and the rehabilitation of Ellis Island by 1986. In that year the Statue will be 100 years old! (We celebrated this week in 1994.)

The approximate cost for this is 230 million dollars. Two hundred million will go to making Ellis Island an immigration museum and 30 million for the repair of the Statue of Liberty.

Mr. Swan, the sponsor of the Help Save the Statue of Liberty Campaign, has estimated our school's contribution at \$600! But, our goal is to get everyone who hasn't donated to do so on the Ellis Island Day of L.E.A.D. Week. It's a worthy cause so make sure you talk to your class representative or stop in the main hall to make a donation!

Wednesday—Appreciation Day

This is the day to tell that special person just how much you appreciate him/her. StuCo will show appreciation to the entire faculty, secretaries, bus drivers, cafeteria workers, custodians, parents, etc. with an open reception during the day. And of course, students will be recognized, too! Be sure to let someone know they are doing a great job!!!

Thursday—Due Day

Thursday, March 15 is Due Day. It is the final day for the clothes drive, which will begin Tuesday. The theme essays and posters are due also. All participants must have their essay or poster in by Thursday. Due Day is also the last day for nominations for good citizens in our school. Winners will be recognized during an assembly on Thursday, March 22. So get to work and be a good citizen!

Friday—Assembly

There will be an assembly to honor our Northeast Middle good citizens.

AMERICAN EDUCATION WEEK ACTIVITIES**37**

This section shows some of the ways Parkway Northeast Middle School has celebrated American Education Week over the years.

Example One**Follow Your F.E.E.T. To Find Each and Everyone's Talent**

During American Education Week, students participate in goal setting, spirit activities, and recognition of excellence.

TO: 5th hour teachers

FROM: Sue Rimmer/Jim Arico

SUBJECT: American Education Week—Follow Your F.E.E.T.—Find Each and Everyone's Talent

Enclosed you will find your supplies for American Education Week. The purpose of the week is to create an awareness and an appreciation for the education we provide. We also want to encourage the kids to reach for success and to appreciate and value others.

MONDAY—A Step in the Right Direction

Students are to wear shoes that don't match. Also, please distribute the feet patterns to your fifth hour classes. Have the kids decorate them and personalize them with words, pictures, etc., that illustrate their assets and talents. We would like to have all feet displayed by Wednesday. You may hang them outside your rooms or claim your own wall space in the halls. If this is not possible, give them to Mrs. Rimmer or Mr. Arico and student council will hang them for you.

TUESDAY—Put Your Best Foot Forward Dress Up Day

This is our only official dress-up day! The kids would like for everyone to dress up nicely in suits, skirts, ties, etc. The object is to look a little better than normal.

WEDNESDAY—De-Feating the Myths Day, Wear Crazy Socks

Students are to wear crazy socks. Also, distribute the letters of appreciation forms in your packet. Students are to write a note to the one person in their life they feel has helped them reach and grow. It may be a teacher, parent, principal, or any other adult. We will try to mail them all. Please get them to the teacher's workroom by Friday, Nov. 18, and sort and place them in the appropriate envelopes. Student council will address the individual envelopes, however your students will need to have an address for us. They can be written on the reverse side of the letter.

THURSDAY—Don't Shade Your Path, Get a Good Education

Students may wear sunglasses on this day.

FRIDAY—A Good Education Builds Strong Character, Character Day

Dress as your favorite cartoon, movie, book, or T.V. character for this day.

For each day, please calculate the percent of students in your fifth hour wearing the appropriate clothing for the theme that day. Fill out the attached form and place in Mrs. Rimmer's or Mr. Arico's mailbox by the end of the day on Friday, Nov. 18. Prizes will be awarded to the seventh grade class and the eighth grade class with the highest average per-

centage of participation for the week.

Please don't hesitate to ask for help or any suggestions for activities. Any lessons you could supplement would be greatly appreciated. Thanks in advance for your help.

5th Hr. Teacher _____

MON. % _____ TUES. % _____ WED. % _____

THURS. % _____ FRI. % _____ Average % for the Week _____

PLEASE PUT IN SUE RIMMER'S OR JIM ARICO'S MAILBOX BY FRIDAY, NOV. 18. THANKS!

Example Two

TO: Advisory Teachers

FROM: Sue Rimmer/Jim Arico

SUBJECT: American Education Week—Learn to F.L.Y. Week (Find Leadership in Yourself)

Enclosed you will find your supplies for American Education Week. The purpose of the week is to create an awareness and an appreciation for the education we provide. We also want to encourage the kids to reach for success and be responsible.

MONDAY—Career Day

Students are to dress up in an outfit that represents their future career. Also, please distribute the eagle patterns to your advisory. Have the kids decorate and personalize it with leadership traits they think are important. You may hang them outside your advisory or claim your own wall space in the halls and have your kids hang their own. If this is not possible give them to Mr. Arico or Mrs. Rimmer and student council will hang them for you. We would like to have them all displayed by Wednesday.

TUESDAY—Tie Day (Northeast Ties It All Together with Excellence)

Students should wear ties to school. They may be of any size, shape, or variety.

WEDNESDAY—Mix and Match Day (Northeast Middle Is Unmatchable)

Students are to wear clothes that don't match.

THURSDAY—College Sweatshirt/Shirt Day (Northeast Prepares Us for the Best)

Kids can wear sweatshirts or T-shirts from their favorite schools.

FRIDAY—Warm and Fuzzy Day (Flannel Day, Northeast Makes Us Feel Warm and Fuzzy)

Flannel clothing is acceptable for this day. Flannel shirts, pants, etc. may be worn—not nightgowns or robes. If you would like a copy of the Warm Fuzzy Story to read to your advisory, please let us know. The story is about caring for others.

For each day, please calculate the percent of students in your advisory wearing the appropriate clothing for the theme that day. Fill out the attached form and place in Mrs. Rimmer's or Mr. Arico's mailbox by the end of the day on Friday, November 20th. Also, please take your advisory lessons for the week from the leadership section in your advisory manuals. We have also enclosed a copy of the Fable of the American Eagle for you to read to your advisory. You will also find letters of appreciation forms in your packet. Students are to write a note to the one person in their life they feel has helped them reach and grow. It may be a teacher, parent, principal, or any other adult. We will try to mail them all. You may do this activity any day you wish. Please get them to Mrs. Rimmer or Mr. Arico by Friday, November 20. Student council will address the envelopes, however, your students will need to have addresses for us. They can be written on the reverse side of the letter.

Please don't hesitate to ask for help or any suggestions for activities. Your student council representatives may also have ideas to use.

5th Hr. Teacher _____

MON. % _____ TUES. % _____ WED. % _____

THURS. % _____ FRI. % _____ Average % for the Week _____

PLEASE PUT IN SUE RIMMER'S OR JIM ARICO'S MAILBOX BY FRIDAY, NOV. 18. THANKS!

Example Three

TO: Fifth Hour Teachers

FROM: Sue Rimmer

SUBJECT: S.T.A.R.S. Week—Strive To Always Reach Success

Enclosed you will find your supplies for S.T.A.R.S. Week—Strive To Always Reach Success. The purpose of the week is to create an awareness and an appreciation for the education we provide. We also want to encourage the kids to reach for success.

MONDAY—Goal Setting Day

Enclosed are your goal sheets for Monday. Give one to each student in your fifth hour class and have them set an attainable goal or goals for a one week time period. You might want to spend a few minutes talking about the importance of setting goals. I have enclosed copies of worksheets you might want to use with the kids before they actually set their goals. You should collect their goal sheets when they have completed their forms and keep them until Friday so they can determine whether or not they have reached their goals. You can monitor their progress, or you might want to give them that responsibility. A lot of responsibility and honesty will have to be involved on their part. If they attain their goals by Friday, tell the students they will receive a certificate. I will put certificates to be used in your mailboxes at the end of the week. You might want to add a reward of your own such as a candy bar, bookmark, or pencil, etc.

PLEASE NOTE: Goals can be personal or academic.

TUESDAY—Occupation Day

Students will be dressing up in the outfit which best represents their future occupation. Please count the number of students participating in your fifth hour class and figure a percentage basis.

WEDNESDAY—Notes of Appreciation Day and College Shirt or Sweatshirt Day

Note sheets for this day are also included in this packet. Students are to write a note to the one person in their life they feel has helped

them reach for excellence. It may be a teacher, parent, principal, or any other adult. They should have an address beforehand, or in the case of a teacher, the school where they teach. Please stress that the notes must be written to an adult, not their friends at Northeast Middle School. Please have them put the address on the back of their letters. Student council will formally address all envelopes. Please send all notes to Sue Rimmer by the end of school on Friday, November 20.

Students are also asked to wear a shirt or sweatshirt from their favorite school or university. The theme is "Northeast Middle prepares us for the Best!" Again, figure your fifth hour participation on a percentage basis and place it on the enclosed form.

THURSDAY—The Stars Will Be Out Tonight or Hollywood at Northeast Middle

Students are to wear sunglasses in support of our "Stars" at Northeast Middle who will be featured in the school play. Again, please take the percentage of students participating in your fifth hour class.

FRIDAY—Hat Day or We're On Top with Excellence at Northeast Middle

Students are to wear hats on Friday. Percentages should be figured in fifth hour classes. Students can also enter hats in a contest during lunch on Friday. Any student may participate. Categories will be funniest, most creative, and ugliest. Prizes will be a free ticket to any Weherenberg theater. Fifth hour teachers should also let the kids evaluate their goals. Each student who accomplishes his/her goals should receive a certificate for his/her efforts.

During the week any teacher interested in participating in a "turn around teaching day" where the students actually teach your class, may do so. Please see Don Marshall or Sue Rimmer for details.

To add to the week and to show student council's appreciation for the faculty and staff, each one of you will be assigned a Secret Pal. Your Secret Pal will be one of the student council members. You will be given three things purchased by student council, and the kids will be on their own for two other days. Therefore, you should receive a gift each day from the pal. If you have not received anything by Wednesday, please put a note in my mailbox. This means that your pal is having a difficult time finding you, and I will have to help them out. Don't be surprised if

you find gifts in strange places or strange gifts in other places! I have no idea what the kids will come up with when they're on their own, so be prepared. They have been told not to be extravagant. So...if you feel like you're being followed, you probably are. Just ignore them and act surprised! Your Secret Pal may be someone you have in class or someone you don't know at all. The kids spend a great deal of time "investigating" their pals. Feel free to help them if they are pursuing a colleague.

Thanks for all your help and support. I know that with your enthusiasm and encouragement we can make this week a success and fun for everyone involved.

P.S. DON'T FORGET TO FILL OUT YOUR PARTICIPATION FORMS AND RETURN THEM TO MY MAILBOX BY THE END OF SCHOOL ON FRIDAY, NOVEMBER 20.

Example Four

M.A.G.I.C. WEEK

During November, the student council sponsored the monthly theme of Northeast Middle Is M.A.G.I.C.; Reach for Excellence. This coincided with the state governor's theme "Year of the Public School" and American Education Week. With the cooperation and enthusiasm of the faculty, staff, students, and parents, it was a successful event.

The highlight of the theme was M.A.G.I.C. WEEK, or Make a Greater Individual Commitment. The thrust of the week was the conscious and deliberate reach for excellence. Teachers, students, and parents work hard every day, so actually it was the AWARENESS of the push for excellence, the AWARENESS of the value of the education we provide, and the AWARENESS of the efforts we make daily that made the week special. Therefore, we not only focused on the commitment, but on the awareness, with lots of encouragement, a lot of pride, and with pats on the back. Each of us strives for excellence in his or her own way, but students often need a bit of encouragement to make the extra effort to reach for excellence. Here is what happened.

MONDAY—Goal Setting Day

Unified Studies homebase teachers took the time to discuss goal setting and the need to accept challenges. Then students were asked to write realistic goals for a one-week span. Goals included doing home-

work, or extra credit work, taking out the garbage, not getting in trouble, and cleaning the lunch room tables. We noticed a lot of positive efforts!

TUESDAY—Puttin' on the Ritz Day

This was our only official "dress up day." The student council offered this as a mark of excellence or being special. The boys wore ties and the girls wore skirts or something special. We were looking for a distinguished look, not green hair or earrings and dresses on boys. It was refreshing to see the students collectively show their spirit!!

WEDNESDAY—Notes of Appreciation Day

Who has been the most significant, influential person in your pursuit of success? A former teacher, a librarian, a counselor, an administrator, a support person, family member, a scout master, or coach? We found that our students had a mentor whom they've never thanked. After discussing the value of showing appreciation for one's efforts, the science teachers provided time for students to write a note of appreciation. Their job was difficult as they had to keep it honest and sincere. We sent a large bundle of letters to the elementary schools, current teachers, and even to parents and grandparents!

THURSDAY—We're on Top with Success/Hat Day

Again, the day focused on awareness of our commitment and pride. This was demonstrated with a Hat Day! Students wore hats to school to show their school spirit. The math teachers assisted on this day by letting the students figure the percentage of students showing spirit. The class with the highest percentage received free ice cream.

FRIDAY—Eagle Spirit Day/Pat on the Back Day

The Unified Studies teachers pitched in again and let the students evaluate the goals they set on Monday. The students did this with a tone of seriousness and pride instilled by their teachers. The students felt pretty good about their achievements. Students achieving 100% on their goals had their names printed on apples and posted on the bulletin board in the main hall. They were also given special certificates for their efforts. Students were also asked to show their spirit by dressing in our colors of red and gold.

To add to the fun, our former principal spoke at an assembly that was designed by the students. He spoke about self-concept and the need to reach for the future and set goals. Students were also recognized for winning various school contests, good grades, good citizenship, and just about any other positive thing we could think of!

To add to the week and to show student council's appreciation for the faculty and staff, each one of the staff members was assigned a secret pal from the council. The point of the project was to show appreciation for all those people involved in education. We included bus drivers, custodians, cafeteria workers, secretaries, and teachers. Students gave small presents to these people every day of the week. Some of the gifts were provided by the council and students used their own creativity for two of the days. It was interesting to see what they did! A short reception was held after school on Friday so the kids could reveal their identity to their pals.

Parkway Northeast Middle truly was M.A.G.I.C. during November, as several parents attended luncheons, our morning open houses, and visited classes. Students discovered that teachers really are human and teachers discovered that middle school kids could really be loving and sincere. It was a wonderful week. This project set the tone for our school year.



Building Teamwork And Understanding Between Cultures

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The primary reason for writing this book is to help develop an appreciation and understanding of the many cultures represented within our schools. It is our intent to provide a vehicle to learn about these differences and to understand and cooperate on various projects. This chapter contains many activities which allow for multicultural inclusion and interaction. The activities are designed to not only build teamwork but to create an atmosphere where students with social, economic, and philosophical differences can come together and work in unified endeavors.

The Festival of Student Council Champions was used at the NASC Convention at Parkway Central HS in St. Louis, Missouri in 1994. This activity brought together young people from across the United States with varied cultural backgrounds, student council beliefs and approaches, and different organizational techniques. Yet these diverse students

came together and successfully achieved all the challenges in the "Festival of Student Council Champions."

With this in mind, the following activities are simulations of both student council learning situations and life experiences that hopefully teach interpersonal skills that can be transferred to real life. Not only can students develop a deep personal appreciation of others but they can learn other people's perspectives and see things from another point of view, learn to solve problems from the inside out, and learn team-building skills. Adapt these simulations to the needs of your group and the talents of your staff.

Festival of Student Council Champions

Your mission—should you choose to accept it—is to deliver, on foot, The Olympic Torch of the 1994 Student Council Olympic Festival. The trek starts at the Temple of Hera in Olympia, Greece and goes to Washington University in St. Louis, Missouri.

This trek covers 3,108 miles and will involve some 5,000 runners. This event will take a great amount of teamwork. Such a great distance...so many runners. There are numerous obstacles, organizers, coaches, crowds, reporters, volunteers, police, mayors, and the list goes on.

How will all this be accomplished? For starters...it takes courageous leadership. You must be bold! You must lead! You must train others to lead. Above all, it takes teamwork!

Olympic Training Activities

1. Hurdles
2. Paddle the Atlantic Ocean
3. The Boardwalk
4. Shuttle Run
5. Communication Corrupters
6. Financial Fiasco
7. Metro Link
8. Hoop It Up
9. Identify Yourself
10. Olympic Junction

Olympic Training

Your challenge is to train your fellow torchbearers. You must: (1) introduce, (2) break the ice, (3) encourage, and (4) organize your fellow workers. To begin this challenge, you need to design an Olympic Flag that symbolizes each individual and your team. Include all members' names on the Olympic rings. You must also make an Olympic Torch. Igniting the interest of your team is combined with this task. Create an Olympic Flag that has a nice "ring" (or five rings) to it. Also...GET FIRED UP!

Hurdles

Your next obstacle will be to determine your route(s). You must set your goal and know where you are going. Situations, people, disappointments, and time will be your greatest enemies. Roadblocks and detours will be present to throw you off course and test your courage. Your team will be traveling through several countries—you'll get a "boot" out of going through Italy. You'll get "on board" the leadership train crossing France. You must tunnel your way through Germany and don't get "tired" while you pass through Norway. BON VOYAGE!

Paddle the Atlantic Ocean

Another task in the Student Council Olympics is organization. You must get yourself out of deep water. Form your committees, plan your procedure(s), check facilities, calendars, your treasury, publicize, and delegate duties.

You must be "seaworthy." Waves will wash away your enthusiasm. People and their jealousy will try to sink your ideas. Circumstances may drown your energy and your goals.

One or two seaworthy crafts will be waiting in Norway and you must make a crossing of the treacherous Atlantic Ocean to get to New York. You propel yourself with your arms and legs while staying in the craft. The shore and the waters are shark-infested. Also, be aware of giant ants, monster toads, sea lions, and barracudas which inhabit the sea.

Your GOAL, should you "sea" your way clear to accept this challenge, will lead to a Gold Medal of Successful Student Councils.

The Boardwalk

Whoops! You missed New York and landed in Atlantic City on the Boardwalk. Encounters with crowds, reporters, volunteers, and photog-

raphers will get in your way. Your activities and special events may be overshadowed by other programs without the appropriate planning and publicity. Working around tests and exams, essays, and off-campus events must be considered in your project planning, volunteer involvement, and effective use of your school's agenda and/or calendar.

In your travels from Atlantic City to Philadelphia, movement will be slow. Take one day at a time, one step at a time, and, as you move slowly but surely toward your goal, you will achieve your destination. Don't hesitate and don't do last minute planning.

You must move from Atlantic City to Philadelphia by taking the Boardwalk. Plan how to move one board in front of the other without losing your balance or your fellow torchbearers.

Shuttle Run

While in Philadelphia, the seat of democracy and the birthplace of freedom, you will come to recognize the democratic process. Using democratic principles and practicing parliamentary procedure will save you time and frustration in running your meetings. Organizing meetings and evaluating projects/activities are critical for successful and timely events. Watch out for those who will waste your time. Don't let things or people "tick" you off. Your time is running out. It's getting near the time of the torch's arrival.

This event is designed for you and your team to run from point A to point B, back to point A, and then finish at point B.

Communication Corrupters

Your team of torchbearers is confused. Your communication lines are blocked and crossed. Your team is experiencing poor communication. Your torchbearers are tied in knots. You need to untangle the knot in your communication lines.

Join hands in the center of the circle with two different people across from you and keep holding hands until you are able to untie yourselves. You must work together and communicate to untangle the confusion on your team. You do "knot" want to fail this test! If you do, it will cause further confusion and misinformation on your team.

Financial Fiasco

You must buy food and supplies for nourishment on your long journey. Going from city to city, police and mayors will try to "eat up" your

finances. Administrators, bands, DJ's, prizes, awards, and incentives will blow your budget.

You must whistle while you work on your budget and fund raising. At this station, you will eat crackers and try to whistle. You'll find that whistling will help you maintain a positive attitude and you must remain positive while leading your team. Financial pressures and poor decision-making are things that "chew-up" leadership qualities and financial reserves.

Metro Link

The lighting of the Olympic flame is a major feature of the opening ceremony of the Olympic Games. The story behind the torch is inspiring. Therefore, it is vital to link the past with the present. The obstacles were great as the torchbearers attempted to carry the torch from Mount Olympus to the monument of Pierre de Coubertin, founder of the Modern Olympic Games. During the early Olympics, a sacred flame burned at the Altar of Zeus. Today, the torch represents the continuity between the ancient and modern games.

It is your task to "link" the past with the present. Should this link be broken, you will break the symbol of peace among all the nations. Should you not stay connected or hooked together, 2,500 years of tradition—the very "spirit" of the Olympics—will be betrayed. The person in the middle is disadvantaged but must not trip or fail or stop the relay. Both legs of the middle person are tied to the inside legs of the side runner. Any extra runners must be tied to an existing group. After you are joined, proceed on your journey to your next city. Know that the torch is used to light the Olympic flame, which remains lit for the duration of the Games.

Teamwork is required when groups of three people join themselves together at the knees.

Hoop It Up

It is an exciting time as the preparation and anticipation of the Student Council Olympic Festival draws nearer and nearer. Hearts are pounding as reports of the torchbearers' journey brings them closer and closer to their destination.

What most people don't know is that while everyone is excited, the torchbearers are becoming tired and discouraged. Your team has lost

its enthusiasm. You, as team leader, must foster the Olympic values of spirit, enthusiasm, excellence, cooperation, and fair play!

It is now your job to "hoop and holler" to—build enthusiasm—motivate—and have a "ball" doing your task. Therefore, you must shoot the basketball into the trash can. Knowing that the U.S. has won all but three of the men's basketball titles you "rise" to new "heights." Put an exciting "spin" to shooting the ball into the hoop (trash-can). While one shoots, another rebounds and a third records. Rotate so each has a turn. Don't "jump" to conclusions that everyone is fine. Help out, encourage, build spirit, and cheer your teammates on to victory.

Once you have "hooped" in 50 baskets, you're ready to play the Bulls, so move on to Chicago. Remember, though, be enthusiastic about everything you do. The struggle is more important than the triumph.

Identify Yourself

What do you want to do as a team that distinguishes your torchbearers from those of the past or even future torchbearers? Your uniqueness will add to the festivities of this year's Olympics. It will be even more memorable if you can come up with a distinctive approach. In the spirit of enthusiasm, your team must create a cheer or chant that sets you apart from all the other groups.

As a group, you must compose some type of poem, cheer, chant, song, or dance which reflects your group. Everyone must be involved in the performance.

You're on the last leg of your journey and now approaching the stadium. You're ushering in a history-making event. You are a part of events that will never pass this way at this time again.

Olympic Junction

Congratulations! You have arrived with the torch in St. Louis! All cameras and the universe are focusing on your final activity to "Let the Games Begin!"

In the spirit of tradition, your last function as a team is to create a ceremony culminating your long journey, thus starting the Olympic Festival. Select one of your torchbearers to conduct the final ceremony. Construct a sculpture that symbolizes your torch bearing team, (student council or school). You have newspaper, tape, and scissors available to create your sculpture. When completed, you must be able to explain the

significance of your construction. You have 10 minutes to develop your idea and construct the sculpture. (Example: Build a star, because we believe student councils should be a bright light in our schools.)

Congratulations! You've just completed your mission from the Temple of Hera on Olympia, Greece to St. Louis, Missouri. This Student Council Olympic Festival will be the greatest ever because of your dedication, vision, organization, teamwork, and desire to make it work!!!

Materials Needed and Set-Up for Olympic Festival

The Festival of Student Council Champions can be easily organized. Students should be organized into 10 teams of equal number. Before the trek begins, each team must design an Olympic flag as per instructions given in the text. Teams may start at any given station. The stations may be timed (about 10 minutes per activity and 3 minutes to move to the next station) or the teams may move at random until all stations are covered. This, of course, would depend on the total number of participants.

Olympic Training—butter paper and markers

1. Hurdles—1 extra large boot, 1 board 2" by 8" across and 10 feet long, 1 large refrigerator box, 1 automobile tire. These items should be placed as an obstacle course for the kids to travel through.
2. Paddle the Atlantic Ocean—2 blankets or tarpaulins. All team members should stand in the "seaworthy craft" and move it from one location to another, usually about 20 feet.
3. The Boardwalk—2 pieces of cardboard large enough to hold 8 to 10 people.
4. Shuttle Run—4 wooden blocks
5. Communication Corrupters—No materials are needed
6. Financial Fiasco—several boxes of crackers
7. Metro-Link—several feet of rope, twine, or yarn; enough to tie 3 people together at the knees.
8. Hoop It Up—2 basketballs and a trash can
9. Identify Yourself—none
10. Olympic Junction—newspaper, tape, and scissors; enough for all 10 teams.

The Attack of the Apathetic Amoeba People

The Attack of the Apathetic Amoeba People is a team building adven-

ture in group development. It was written for use at the St. Louis Zoo as a field trip and leadership workshop activity. Each activity is set up to take place at a specific location in the zoo. The activities are done in direct correlation with the location. Each is thematic in nature and also corresponds to a student council concept or skill.

Divide your students into equal teams and allow them to move randomly throughout the zoo from location to location. Set a time limit of 90 minutes. Each station should be supervised by an adult. The adult must explain the activity to each group when it arrives at their station. A list of materials needed includes:

1. Nationalize Your Council—1 roll of white butcher paper and markers
2. Group Grunting—none
3. Steal the Apathetic Amoeba People Eggs—several blindfolds and several plastic eggs
4. The Board Walk—2 boards six feet in length
5. Impersonate a Carnivore—rope
6. Handcuffs—rope, string, or yarn
7. Knots—none
8. The Great Escape—large bag of peanuts and several spoons
9. Paddle the Crescent Sea—1 or 2 tarpaulins or blankets
10. Identify Yourself—none

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Attack of the Apathetic Amoeba People—Introduction

Due to a catastrophic explosion at the center of the earth, life as we know it will cease to exist within two hours. Earth has been turned into a jungle and taken over by a fierce tribe of school spirit-eating predators, known as Apathetic Amoeba People.

Apathetic Amoeba People agents have infiltrated the area. They are extremely dangerous and disruptive to life. Repeat—they are totally disruptive to all student councils in existence. When an Apathetic Amoeba People agent infiltrates an area inhabited by human life, they seek to capture any imagination and turn active delegates into "downer delegates." The Apathetic Amoeba People pierce their prey with an Apathetic Amoeba People poison that causes one to be negative and lazy. This poison immediately reduces the human to a spineless, jelly-like mass, unable to lead anybody anywhere.

You must immediately take all precautions to escape the

Apathetic Amoeba People. If you see Apathetic Amoeba People, you must try to escape. You will be unharmed while working on the assigned tasks.

A number of tasks must be completed by your group in order to avoid being captured by the Apathetic Amoeba People. You must move quickly from one task to the next. While moving between task stations, you must stay hidden from the Apathetic Amoeba People. If you are caught, your whole group is immobilized for five minutes. Trust no lazy, unimaginative person—very often Apathetic Amoeba People go disguised as other groups or school staff members.

The success and survival of your organization depends on your ability to complete each task completely and avoid being caught by the Apathetic Amoeba People. Time is of urgent importance. GO FOR IT!

Order of Activities For Apathetic Amoeba People

Each group will start at the main meeting area, then proceed to designated stations, finishing with number 10.

1. Nationalize Your Council
2. Group Grunting
3. Steal the Apathetic Amoeba People eggs
4. The Board Walk
5. Impersonate a Carnivore
6. Handcuffs
7. Knots
8. The Great Escape
9. Paddle the Crescent Sea
10. Identify Yourself

1. Nationalize Your Council

It is important that the different councils in the new world be able to recognize each other to make sure there are no disguised Apathetic Amoeba People groups pursuing you.

Your task will be to make a flag which best characterizes your council's goals, aspirations, and personalities. Everyone should be involved and should be able to explain your flag and its meaning should you be stopped by guards at a checkpoint.

Remember: all councils will have flags; all those who don't will be assumed to be Apathetic Amoeba People raiders and dealt with accordingly!

2. Group Grunting

As a council you will be confronted by guards who are aunts of the Apathetic Amoeba People at this checkpoint. As a group you must compose some sort of poem, cheer, chant, song, dance, etc. which reflects your group. You must perform this chant/poem to the satisfaction of the guards; everyone must be involved in the performance. The guards, although somewhat stupid, are familiar with the works of Beethoven, the Beatles, Grateful Dead, Rodgers and Hammerstein, and the Notre Dame Victory March. Therefore, your poem/song/chant/ had better be good or the guards will throw you into the Bears' Pit. You will then be reduced to "bearly" fit for student council leadership.

3. Steal the Apathetic Amoeba People Eggs

The Apathetic Amoeba People are fierce, insensitive, and terribly prolific. They have the capacity to multiply and destroy student council motivation at the rate of 10 members per meeting.

The Apathetic Amoeba People produce eggs which are cleverly hidden in nests located in the 1904 Flight Cage. After the eggs hatch, they turn into worm-like parasites which are implanted in student delegates.

It is your task to locate an Apathetic Amoeba People nest from the directions given to you by your scouts and dispose of the eggs. However, there is one big problem—the Apathetic Amoeba People eggs continuously emit a laser-bright flash of light when disturbed. Therefore, half of your group must be blindfolded before they pick up the eggs. The other half of the group must serve as "guides" and lead them back to the safe disposal site listed in your directions. The person who carries the egg must not look at the eggs and should not be allowed to carry them unless blindfolded.

Do not drop any of the eggs as they are highly toxic and would most likely make you "flighty" as a student council member. They must be disposed of at the proper site! The failure of this mission will probably result in your capture by the Apathetic Amoeba People.

4. The Board Walk

The leadership of the world has changed drastically. There are sections of the ground which are radioactive and if humans touch this ground they become paralyzed and "desert" their school projects.

Apathetic Amoeba People are attracted to this area to prey upon unfortunate delegates, so you must move fast.

In order to complete your tasks, you must cross an area of radioactive ground, using only two boards which have been de-activated. You can walk on the boards when crossing this area. Your hands and feet cannot touch the ground; this would mean paralysis and almost certain capture. In fact, in order to survive, you must switch your places on the board. In other words, the first person must change places with the last person and the second person must trade places with the second to last person, etc. Everyone must be switched to make your board more stable. Failure to accomplish this task will cause you to be "board" with student activities.

5. Impersonate a Carnivore

To survive in your new world, you must pass through Big Cat Country controlled by Carnivore people. The Carnivore people "eat up" good ideas and are known to destroy organizational skills and disrupt the best made plans.

Fortunately, the Carnivore people have incredibly poor eyesight. You can safely pass through their zone by impersonating them. To do this, you must form into groups of three people and join yourselves together at the knees using strips of jungle twine which are provided. The person in the center of the Carnivore will have a disadvantage since they will have both legs attached to the inside legs of the others. If there are any extra people, they must be attached to an existing Carnivore group. After you are joined, proceed through the Big Cat Country which is indicated on your maps.

Carnivore people make a growling (tiger-like) sound while walking; remember to growl lustily while traveling through this zone.

6. Handcuffs

You have been captured by Primate Raiders! These Primate Raiders "monkey" around and cause your StuCo meetings to go "bananas" and you are "Cheetahed" out of your valuable time. They have handcuffed you to each other, making it impossible to escape from them and each other. You must uncuff yourselves without breaking the chains. Only experienced council members have ever been able to outsmart the Primate Raiders. You have only a few minutes to save yourselves before you turn to jungle slime.

7. Knots

You have been attacked by the great Cobra Snake! (Otherwise known as the Communication Corrupter.) You must untangle yourselves immediately. Your council is literally tied in "knots" by this great snake due to poor communication within your school. You must all join hands in the center (like joining together in StuCo) and keep holding hands until you are able to untie yourselves completely. You do "knot" want to fail this test! Failure to do so will cause confusion in your council.

8. The Great Escape

You have now successfully negotiated a majority of the perils in this jungle. In order to complete your escape from Apathetic Amoeba People, you must complete this ultimate test.

Proceed to the Elephant House. It is here that you must utilize teamwork. "Never forget" that student council members take care of each other and work together. At the front of this zone you will spot a bag of peanuts. Your council must successfully carry each peanut, one by one to your goal. The peanuts represent the smallest details which can not be overlooked. All peanuts must be carried on spoons to remind us that we must carry each other at certain times. This must be done in relay fashion.

9. Paddle the Crescent Sea

In order to escape the watchful eye of the Apathetic Amoeba People, your council must make a crossing of the infamous Crescent Sea.

One or two seaworthy craft will be waiting at one end of the sea and you must get to the opposite shore, using only your hands and arms to propel yourselves. The shore and the bottom of the sea are highly radioactive so you shouldn't touch them unless you want a hand or foot to fall off. You must propel your craft from the starting point to the finish using a minimum amount of time. Beware of the sharks, giant ants, monster toads, and barracudas which inhabit the sea.

Your goal, should you "sea" your way to accept this, will lead you to the "Living World" of successful student council activities. You will have to ride the "leadership wave" to get there.

10. Identify Yourself (Know Your Own Identity)

In order to fool the Apathetic Amoeba People who have set up a checkpoint to interrogate all travelers, you must impersonate the per-

sonality of another member of your council. The Apathetic Amoeba People, who are diluted creatures, spend a few minutes talking with another group member. You must be able to successfully switch identities with that person to the satisfaction of the Apathetic Amoeba People who are staffing the checkpoint. Be that person as completely as you can until you pass through the checkpoint.

The future of your entire group depends on the ability of each of the group members to successfully impersonate another group member. All student council members need to know and accept each other for what they are and appreciate them for their individuality and unique contributions. If you accomplish all of this, you will have entered the Living World of student council and leadership. CONGRATULATIONS!

Adapted from "Attack of the Dakki"
St. Cloud State University
Housing Department

Parkway International

The program which follows is designed for a community that welcomes and fosters the success of multicultural students. Our community is Parkway, with students from St. Louis City and St. Louis County, which explores the diversity and communication that can develop from successes in this program.

The student activity which follows is designed to:

1. utilize student council principles
2. familiarize and then integrate the multicultural students represented in our school
3. stimulate understanding and appreciation between multicultural students. Experiencing diversity will hopefully develop a worldwide cultural knowledge and a day by day "walk-a-mile-in-another's-shoes" experience.

This collection of multicultural activities not only represents worldwide diversities but is also geared to meet a variety of student needs, interests, and student council philosophies.

The following format is adapted to middle school students. However, the versatility and sophistication can be upgraded to meet high school students' needs. As an example, teamwork is a student council objective. "Cross the Crescent Sea" is a game/activity to get from one

cultural experience to another. "Cross the Crescent Sea" is geared to middle level students, therefore, this game/activity may be substituted with a variety of events appropriate for high schoolers.

"Parkway International" aids in recognizing our commonality, the strength of our diversity, and the importance of working together. Students, teachers, administrators, and parents must communicate and cooperate.

Parkway International Introduction

Students are invited to nine ports of entry in Africa, Asia, the Caribbean, Central America, Europe, the Middle East, North America, the Pacific, and South America. As students venture forth, a tour guide will enlighten each group as it passes through each country. The enlightenment includes a brief history of each country, some customs, and a game that further defines that country. The tour guides will explain at least one tradition or cultural "roots" in their designated country. However, even if our tour guides are not native to their cultural area, a learning situation will occur as they qualify as a tour guide.

We will begin our program by dividing our participants into nine groups. Each group will be located in a different country. In the various countries, group members learn the location, culture, some customs, and a game that is played in the respective countries. Once each group has participated in the activities of its country, group members will be confronted with a student council principle. Each group must learn this "principle" before moving to the next country.

With planning and organization in mind, your tour guide will now explain the creation of your mode of transportation...an airplane. Each member of your group must participate in the drawing of an airplane on paper. Each is to start at one end and must meet in the middle to complete the drawing. Two sides are needed to complete your airplane. Upon completion of your plane, everyone must be inside in order to fly on to your various destinations.

A. One group of students starts in Kenya. (A five-minute time limit is allowed and you need names or pictures of various animals for groups.) Your tour guide reads to his/her group..."Kenya is located on the Eastern Seaboard of Africa, on the Indian Ocean side. It is bordered by the Sudan, Uganda, and Tanzania. Kenya was known, at one time, for its

elephants, rhinoceros, cheetahs, and crocodiles. Unfortunately, many of these are on the endangered species list. As a result of this, Kenya has turned more than six million acres of land into National Parks and Game Reserves. A small percentage of Kenyans are nomads who move from place to place in search of water and grazing land." (Glass and Nelson, p. 18)

A popular game called "animals" is played in Kenya where wild animal pictures are placed on the backs of the children. They attempt to gather clues as they meet new children. They must find the type of animal on their back and form groups of like animals. Only YES or NO answers may be given and students may not ask questions like "Am I an elephant?" Once grouped by your animal, you are ready to board your airplane and travel to your next country. (Glass and Nelson, p. 18)

Tour guide reads: "Unfortunately, it is time to leave Kenya, yet it has been brought to my country's attention that your student council has developed a problem of communications and following directions. This is a major obstacle for your group to overcome before we can advance to your next destination. Communication and following directions are key elements in the successful functioning of a good student council. The success of this communication challenge depends on following the directions of your tour guide. You must remember and coordinate your moves. You must make sure your entire student council is coordinated and stays together on this project. If you do not work together your organization will be divided and will not succeed." (A grid or checkerboard pattern will be needed for this activity.)

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"Boom" or "Staying Afloat"

Step 1. Explain that the objective is to get the entire group from one side to the other.

Step 2. Have the group line up single file, one behind the other, at an outside square on the grid.

Step 3. Tell group members that some squares stay afloat and others do not. Their objective is to move one at a time from the first square that floats to the exit square on the other side. They may move one square at a time— forwards, backwards, or sideways, but not diagonally. The first person in line advances as long as he stays afloat. When he/she sinks or goes "boom," he/she goes to the end of the line. The next person tries to remember the safe route and continues until he sinks or reaches the other side.

Step 4. Stress that the entire group must get across. This must be done without talking. (Five-minute time limit) Your tour guide reads: "Now that you have successfully accomplished 'Staying Afloat,' you must board your plane and be on your way to Asia."

B. Japanese tour guide explains that Japan is an island that lies east of the continent of Asia. In the Japanese culture, people take great care in wrapping gifts. A beautifully wrapped gift is a sign of respect. A furoshiki (pronounced Fur-o-she-key) is a special cloth used for wrapping gifts that can later be used for carrying objects, such as books, a lunch, a scarf, or table coverings. (Glass and Nelson, p. 48)

The game begins when the music starts. Players holding a "furoshiki" tie it around their necks, bow twice, and then untie the furoshiki and pass it on to the player on the right. Players try to avoid having two furoshikis at one time while trying to make another get caught with two when the music stops. If and when a player receives two furoshikis at once, he or she must tell the group something about themselves. (Glass and Nelson, p. 48) (Five minute time limit, 9–10 pieces of cloth, and a tape player or boom-box with music, preferably Japanese.)

After you and your group have successfully completed this Japanese game, you are ready to leave Japan and fly to Europe. However, your student council is confronted with poor planning and lack of organization. Even the smallest of undertakings requires the necessary time, planning, and organization to have a successful event. Thus, the greater the activity in importance, the greater the planning and organization needed.

Bridge Building

Step 1. Form groups with 7–9 people in a group. Each group has two folding chairs.

Step 2. Each group is to build a bridge using group members' bodies. A troll should be able to walk across this bridge.

Step 3. Rules permit 3 feet, 4 hands, 2 butts to touch the floor and 2 persons to be seated in the two chairs.

Step 4. For groups of 10–12 increase numbers by one. Process this activity. (There is a five-minute limitation and at least two chairs are needed.) You are cleared for take-off; "Sayonara"

C. "Buongiorno!" shouts our Italian tour guide. Welcome to Italy! As

you may know, Italy extends its boot-shaped peninsula into the Mediterranean Sea. As the center of the world during the Roman Empire, Italy has become a world center for fashion in both the apparel and automobile industries. There are many beautiful cities in Italy, but Venice is considered one of the most beautiful. Canals are the main thoroughfares throughout the city. If you call a taxi, it most likely will be a boat! (Glass and Nelson, p. 108)

Our guide explains that a traditional game in Italy is called "caudillo." One player is chosen to be the leader, "caudillo." The caudillo gives each player a number and then stands in the center. He then calls a number, for example, number 5. The player number 5 yells "why 5?" Caudillo responds with, "If not 5, how many?" Number 5 quickly states another number in the group...8. Number 8 must reply quickly, "Why 8?" Caudillo again says, "If not 8, how many?" The game goes on faster and faster. If a player forgets to answer quickly or gets confused, he or she must tell the group something about themselves and then become the new caudillo. (Glass and Nelson, p. 108) (Five-minute time limit) Try to involve each student in the group to become a new caudillo and/or tell something about him/herself.

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The tour guide notifies the group that a note was just handed to him stating that even though your student council enjoyed this last activity, there seems to be a lot of distractions. Your council may become fragmented and separated if your group cannot focus and keep all your members on the same project at the same time. Students will be left behind or lost if you cannot stay focused. As a result of this observation your group must successfully learn "group juggling."

Group juggling is designed to learn how to focus. You cannot get distracted and get off track. You must learn to accomplish your goals and maintain good time management. In this activity, you must do the same thing as any student council's objective of keeping focused.

Group Juggling

The objective of group juggling is to juggle as many tennis balls as possible without losing your focus. This is accomplished by knowing and remembering two things: 1) who tossed you the ball, and 2) to whom you tossed the ball. No matter how many tennis balls are in the air, you only have to focus and watch the person from whom you received a ball and then the one you toss your ball.

Step 1. Form a circle and number each person in the circle.

Step 2. Designate the route of the tennis ball. To your right, to the person directly across from you, two people away from you on the left, etc.

Step 3. Add a second ball. Designate routes. Even numbers to even numbers, odd to odd, people directly across from you.

Step 4. Add additional balls if chaos has not set in yet. (Six tennis balls are needed and allow a five-minute time limit.)

Board your airplane! Its time to move on to new horizons.

D. Your tour guide reads: "You're on your way to the Middle East." The country in particular in which your group is visiting is Israel. Hebrew and Arabic are the two official languages in Israel. Many Israeli children are bilingual. (Glass and Nelson, p. 158) Both Hebrew and Arabic languages appear on Israeli money and stamps. Some Israelis live and work in collective communities called "Kibbutzim."

While in Israel, you must experience Bli Yadayim, (without hands). The game begins by placing one hat per person a few feet from the group members with 2-3 in a group. Each member of the group holds a rope with both hands. On a given signal, each group, still holding the rope, runs toward the hats. Players try to get a hat on their heads without using their hands. If a player uses his or her hands or drops the rope, the whole group is disqualified. Each member of the disqualified group must reveal something about themselves. Players can help each other by using their heads, teeth, and feet. The group that returns first with each member wearing a hat is the winner. (Glass and Nelson, p. 158) (9-10 hats are needed as well as 3-4 pieces of rope; this task is to be accomplished within a five-minute time limit.)

Your guide yells "time" and your group is ready to leave the Middle East and travel across the Atlantic Ocean. Your destination is the Southwestern section of the United States. Regrettably, your plane cannot disembark until a student council dilemma is resolved. Your passports are being held. Finances are always a big consideration in any organization. Student councils are confronted with the need for fund raising, budgeting, and even limiting activities due to lack of funds.

Just as you must balance your checkbook, this exercise is designed to teach you to be well balanced. This is achieved by forming a circle. Each member of the circle is given a number, either one or two. Players join hands and while keeping backs and legs as straight as possible, the

"ones" will lean forward toward the middle of the circle. Meanwhile, all the "twos" lean backward toward the outside and away from the middle of the circle. Players counter-balance each other for support. Once the group has gotten its balance, slowly reverse leaners—the "ones" lean backward and the "twos" lean forward. (Five-minute time limit)

Now that you have balanced your accounts, your group is ready to fly to the United States.

E. Our destination is the Southwest United States. The Native American Indian settled and developed this part of the United States. The American Indian has given the United States a strong tradition in art, dance, appreciation of our natural resources, hunting, fishing, trapping, and agriculture. There are more than 150 Native American tribes currently living in North America. (Glass and Nelson, p. 177)

A popular game of some tribes is called "spinning tops." Your tour guide instructs your group to sit in a circle, cross-legged style.

Each member is given a number by your guide. He will then spin a Frisbee and call a number. You must catch the Frisbee if your number is called before the Frisbee stops spinning and stops. If you succeed you become the next spinner and call out a number. If you fail to react before the spinning Frisbee falls, you must share with the group something about yourself and then spin the Frisbee and call another number. If this is too easy, the Inuits would then have the number called, run around the circle to their original position before the top/Frisbee stopped spinning. (One Frisbee is needed; five-minute time limit) (Glass and Nelson, p. 178)

Your flight pattern takes your group from the Great Southwest of North America down the continent to Central America. However, a student council decision must be made. Some of the members want to go to the Caribbean before Mexico. Other members of the council want to jump down to South America, skipping Central America altogether. Still others say we can't afford to continue any other passage. Your student council must learn some major concepts. First, a student council must determine its priorities. Second, a student council must take responsibility for its decisions and commitments. Third, a good student council must motivate its membership and then motivate those it serves. You must "see problems as opportunities." Therefore, until you complete the following exercise, you cannot continue your travels.

Laugh-Ignitor

A laugh-ignitor lies on his/her back. The rest of the members are divided into two groups. A player from each group lies down on either side of the laugh-ignitor with his/her head on the ignitor's stomach. One by one players lie down placing their heads on the stomach of the last player. This makes two branches of players with the laugh-ignitor at the center (connecting both sides). If girls or boys are uncomfortable in this activity, you can separate the groups or put girls on one side and boys on the other. After everyone is arranged, the laugh-ignitor takes a deep breath and yells "Ha!" The two people resting their heads on each side of the laugh-ignitor yell "Ha! ha!" The people resting their head on the second group yell "Ha ha ha!" and so forth. The idea is that each person adds to the number of Ha's at each turn. Players may yell in different tones of voice and rhythms. Some "Ho Ho's" or "Hee Hee's" wouldn't hurt either. If total hysteria has not set in, reverse the sequence from the end of the branches, reducing the number of "Ha's. (A five-minute time limit is allowed.)

The decisions were made, commitments were kept, responsibility was taken, and motivation occurred...so on with the trip to colorful Mexico. All aboard!

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F. Festivals are a major part of the Mexican way of life. Festivals are made up of dancing, music, fireworks, parades, piñatas, and spicy foods. Tacos, tamales, and enchiladas are most known by Americans, but many other native Mexican foods are not as well known among non-Mexicans. (Glass and Nelson, p. 82) Cities and villages participate in celebrations but they are most practiced in rural areas. (Glass and Nelson, p. 80) Parrots, exotic animals, and tropical plants flourish in the lush rain forest of Mexico.

Mexicans are also very well known for their colorful weaving. (Glass and Nelson, p. 77) Intricate designs and choice of colors are unique to each area of the country. Patterns and designs of each weaving read like a book, telling history, family, tribe, and language.

For more than 300 years Mexico existed under Spanish rule with its language, religion, and laws. In 1821, freedom was proclaimed and September 16 is now one of Mexico's most exciting festivals.

The Cha Cha Dance was developed at the festival. The last event in Mexico is the Cha Cha. Let's Dance! (Glass and Nelson, p. 87)

The Cha Cha Dance

Step 1. Step forward on the left foot, one count. Step back on the right foot in place, one count. Move slightly backward stepping left/right/left.

Step 2. Step backward on the right foot, one count. Step forward on the left foot, one count. Move slightly forward now stepping right/left/right.

Step 3. Repeat Step 1

Step 4. Moving sideways, step on the left, then close with right. Step left; close right. Step sideways left again. Step with right to close.

Repeat Step 1 and clap (Glass and Nelson, p. 87) (need Cha Cha music and boom box, etc.; 10-minute limit)

You've made steps in the right direction. Let's dance your student council over to the Caribbean to experience life in Puerto Rico.

G. Puerto Rico has a diverse population. Many people of different nationalities have settled and married in this country. Besides the native Puerto Ricans, called "Tainos" and "Arawaks," Africans, Spaniards, Chinese, Italians, Lebanese, Venezuelans, and "continentals" (people from the United States) have made their home in Puerto Rico. (Glass and Nelson, p. 61) Wonderful music and limbo dancing are enhancing traditions in the Caribbean Islands.

Originally, only men did the limbo with a bit of flexibility. Today, both female and male dancers bend backward under a horizontal pole. The limbo dancer must get under the pole using shuffling hops without touching the pole in any way. (Glass and Nelson, p. 64) After each turn, the pole is lowered. (Allow a five-minute time limit; limbo music and a tape player are needed.)

We are nearing the end of our trek. We have one more culture to include in our multicultural experience. Your student council has learned flexibility and how to bend over backward to meet the needs of those they represent. Self-awareness and self-esteem have been elevated, as a working relationship has been established with Puerto Rico.

Preparation is now occurring to navigate the Caribbean Sea on your way to South America. The activity, "Cross the Crescent Sea" is inserted at this point to reemphasize the importance of teamwork. Members of your group gather on a blanket. The blanket represents a ship which will carry your council to South America. They must all move in synchronization in order to move from point "A" to point "B." In

order to cross the Sea, you must all be on the blanket. If someone falls out, go back and start over. (Five-minute time limit; an old blanket is needed.)

H. You have now arrived in Brazil. This is your final destination. Located on the Eastern side of South America, Brazil is the largest of the South American countries. (Glass and Nelson, p. 209) The Amazon Region of Brazil covers almost half of the country and is mainly jungle and tropical rain forest. Family farms and plantations are a common life style. Coffee, beef, and fish are large export items.

A popular rope game of Brazil is called "El ropo." The faster the game is played, the more exciting it becomes for the players. The two rope turners hold the ends of the rope, leaving it slack enough so that as they swing it in a complete circle, it touches the ground. As rope holders turn the jump rope, the first player runs through the rope without a jump. The second player runs in and jumps one time and leaves. The third player runs in and jumps twice and runs out. The game continues in this consecutive jump pattern until 12 jumps are executed by your team. If a player touches the rope or misses, he or she exchanges places with a rope turner after they share a personal point. The game then begins again. (Glass and Nelson, p. 217)

Parkway International now concludes. However, a conclusion activity is a recap by the counselors/advisers of the efforts, exposures, and philosophies examined. The intent is to confront issues of racism in a positive manner as well as to create better multicultural schools and stronger communities. Instead of division in our schools, a sense of unification is communicated and stressed. To repeat a previous statement, "It is our attempt to celebrate, rather than ignore, our diversities."

Fabulous Florida Cracker Trail

National Leadership Camp (Middle Level)

This activity is designed to help teach the concepts of group process, team building, project planning, and evaluation—and also to have lots of fun! Each group is to achieve as many of the assigned tasks as possible within the time limit. Each task is given a certain point value. The object is to accumulate as many points as possible. All groups will be given the directions together by one person.

The rules

1 Each group will have time to plan. The group must decide which events will be accomplished and in which order the events will be completed. The only description of events you will receive is the event list with names of events and points possible for each one.

2 A planning form is attached. The planning form must be approved by all your members and must be initialed by all members before you may begin. Each member will have a form.

3 The staff member will sign your planning paper when the task has been completed and will assign the number of points earned. The staff person will also have a score sheet they will maintain. They will also give you a score sheet to turn in to the official scorer in the NLC office.

4 If your group goes to a station that is occupied by another group, you must leave that station and return at a later time. You may not stand at the station and watch. You may stand outside in the hallway, but go somewhere away from where the activity is happening.

5 Your entire group must be at the arena before the points are totaled at the end. Late groups will be penalized 10 points for every minute they are late.

6 A signal will be given to start the Cracker Trail. Complete as many activities as possible. A signal will be given at the end of the time to finish the Trail.

7 There will be a 30-minute break after one hour for each group to evaluate its progress and consider any alterations to its plan. There will then be a one-hour second half. A signal will again be given to start the second half.

8 The number of participants given for an activity when less than the whole group is needed is a minimum.

Schedule

1:00–2:00	Cracker Call, first half begins events and planning
2:00–2:30	Half-time break
2:30–3:30	Cracker Call, second half begins
3:30	Report to arena
3:35	Late penalty begins
3:45–4:30	Processing

And they're off!

Before you begin, you must read and understand the origin of the term Florida Cracker and the Cracker Trail. Florida has been raising cattle longer than any other state in the country. It all started when Ponce de Leon brought the first Andalusian cattle to the New World in the early 1500s.

These first scrub cows, forerunners of Texas longhorns, were not very big. Some historians said they were ridiculous in appearance and not very good as beef or milk producers. But the cows were a hardy breed that could withstand Florida's climate and unexplored wilderness areas. While today's cattle are kept in large, fenced pastures, wild-looking cowboys in the old days used to herd the cows by cracking their whips as they rode. According to folklore, they were nicknamed "cracker cowboys," later shortened to just "cracker." Nowadays, Cracker also means someone who was born and raised in Florida.

As you become one of the Florida Cracker Cowboys, you must travel and help drive the herd from South to North. In order to do this, you must have some form of transportation. You may either travel by wagon train or horse. Your group must make its own transportation, and you are to "ride" it throughout the trail. You may make several wagons or horses, depending on the desires and size of your group. You must make your "vehicles" out of butcher paper and you may decorate them any way you wish. If your group has chosen to stay together, one large wagon may be appropriate. If your group chooses to separate, several fine stallions may be in order. Please remember that as you travel, every member of your group must be either "in" or "on" some form of transportation.

At the end of the trail, 30 points will be given if you had no wagons break down or animal casualties along the way. Your vehicles and animals must all arrive intact. This task must be part of your planning and must be accomplished before you may begin on the trail. It is part of the first half activities.

Event Directions for Staff

1. Map Making/Trail Makers

Please read to each group:

"As you embark on your journey, you discover that you have no idea where you're going. Being the creative individuals that you are, you will no doubt have to make your own map. You must draw the state of

Florida and map your way from the very southern tip in Key West to the capital in Tallahassee. You must drive your cattle through three important cities of your choice. You must include them on your map. Be careful on your journey, as cattle aren't particularly fond of smog, traffic, or tourists."

Supplies: Paper and markers

Score: 50 points (10 for each correct city and 20 for a good map)

2. Free Throw

Each group will send two participants (one boy and one girl). They will each get to shoot 25 free throws, either all at a time or rotating boy, girl. They may rebound for each other. Staff person may not rebound.

Supplies: One basketball

Score: 2 points per free throw for maximum total of 100 points

3. Cattle Feed

As you travel through sunny Florida, you discover that you are out of food! Your cattle are thirsty, and you are starving. You are nowhere near the oceans; you are in central Florida. You have a stroke of genius and suddenly remember that Florida produces nearly 80 percent of all the oranges grown in the country and two-thirds of the nation's total citrus crop. What better way to get food for yourself and liquid for your cattle than to eat oranges! However, the oranges have all been eaten by the alligators. What other fruits is Florida famous for?

Supplies: Paper and pencil

Score: 2 points per fruit, plus 1 bonus point if they can name Florida's most famous citrus fruit. Maximum total=15 points.

4. Alligator Escape

As you drive your cattle to the north from Key West, you must cross the famous Florida Everglades. The Everglades are a beautiful, lush tropical wetlands. Many native Floridian animals make their home in the Everglades. One in particular that can be very vicious is the alligator. You and your group have just discovered that there are hundreds of alligators below your floating wagon. They are continually snapping at your feet. You must all jump up to get away from them!

The whole group must participate. Turners on either end of the rope will turn the giant jump-rope. Begin with one person jumping and

continue adding people until the group gets tangled. You may then begin again. You may begin as many times as the time limit allows. Time limit: 3 minutes.

Supplies: 1 giant jump rope

Score: 1 point per person per turn of rope (10 people at once completing 10 turns of rope would be 100 points.) No maximum

5. Volleyball Serve

As you are traveling with your herd, you decide to take a break. You and your friends head to the sunny beaches of Daytona. Here you bask in the sun and amuse yourself playing volleyball. There's one problem though, you don't have enough players! This is what you'll do: Unlimited number of participants. The number of group members that comes to the station must participate in the event. The group members take turns serving the volleyball into a court marked with squares and circles. Each area has a different point total from 5 to 25. One group member may be the ball shagger. Staff person may not help. Time limit: 5 minutes.

Supplies: 1 volleyball, assorted size squares and circles with point values marked.

Score: Add up points according to where the ball lands. Any part of ball in designated area is scored. Unlimited total.

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6. Blow the Tumbleweed Across the Prairie

As you cross the grasslands of northern Florida, you discover that giant tumbleweeds are coming your way. The only way to escape this nuisance is to stay close to the ground and blow them out of your way. Here's how: 5-10 group members participate. This is a crab walk. Place two chairs 10 feet apart. Place a Styrofoam cup on a string with the string going through the bottom of the cup. Tie the string to each chair. Each participant must crab walk and blow the cup from one chair to the next. This is a relay. The group member on the other end then crab walks back to the other chair, blowing the cup along the string. This continues for the time limit. Time limit: 5 minutes.

Supplies: 2 chairs, 1 string, 1 cup

Score: 5 points for each leg; unlimited total

7. Conch Is King

You take a well-deserved break from your cattle drive in the wonderful

Florida Keys. While you are there you run into some strange people with a strange appetite. All they eat is the meat from a pink spiral shellfish. You notice that they also use the shell as a decoration and also as a horn. They call it conch. The conch is so much a part of their diet that its name is also the nickname of the native residents. Historically, a real conch is a descendant of one of the original Bahamian renegade families who came in search of turtles and wood for building. Defiantly independent, they swore they'd "eat conch" before they'd pay high British taxes. And eat conch they did, liked it, and the name stuck! You, however, have not quite worked up a taste for it. You will have to eat other native Florida foods. All you have to do is name them. Please name as many native Floridian foods as you can.

Supplies: Paper and pencil

Score: 3 points per food; no maximum

8. Ponce's Predicament

You have just arrived in St. Augustine. You just happen to find Ponce de Leon wandering aimlessly on the beach. He is confused and desperately searching for the Fountain of Youth. You offer to show him the way. He tells you that after he visits the Fountain of Youth he will have a few extra vacation days granted to him by King Ferdinand and Queen Isabella of Spain. What other Florida attractions will he want to see?

Supplies: Paper and pencil

Score: 5 points for each Florida attraction; no maximum

9. Human Pyramid

Ten group members will build a four-tier pyramid.

Supplies: None

Score: 50 points

10. Jack Be Nimble

All Cracker Cowboys must be in great shape. You and your group must be able to withstand and endure all physically unbearable conditions. Get ready to exercise and stay in shape.

Five members up to the whole group may participate. The group is to perform jumping jacks in unison for one minute.

Supplies: None

Score: 5 points per jumping jack per person; no maximum

11. Sidewalk Poster

You are out of money. You will not be able to feed your horses, cattle, or yourselves without money to buy some supplies. What is the best way for middle school cowboys to raise money? A dance!

Create an informative, attractive poster on the sidewalk. This poster is to use your country-western theme to advertise your dance. You may use two to an unlimited number of group members. There is no time limit.

Supplies: Sidewalk chalk

Score: 10 points for each major item for a total of 50 points. (Please note: they are to think of pertinent information themselves: name of event, date, time, place, cost. Staff: do not give them tips!)

12. Measure Up

You come across Lake Okeechobee in the heartland of Florida. You must get your group safely onto the raft. However, there are only a few inches of space left. You must measure your group's feet and come up with the total number of inches for your group to determine if you will have space on board. Hopefully, you can fit everyone.

Measure everyone's feet to the quarter inch. Total up all inches for the point total. The whole group must participate.

Supplies: Measuring tape, feet

Score: Total number of inches

13. World Capitols

Five group members are to identify the capitols for the countries listed. Time limit: None.

Supplies: List of countries

Score: 2 points per correct answer to a maximum of 50.

14. Border Patrol

Identify the name of the states shown on each aerial view of borders of the states. Time limit: none

Supplies: Pages of state outlines

Score: 2 points per correct answer to a maximum of 90 points (there are 45 states on the 11 puzzles)

15. Wizards of Math

Every group member must work under a budget, figure out what to buy,

how much of certain supplies. Complete the following student activities math problems. Time limit: none

Supplies: Page of word problems

Score: 10 points per correct answer to a maximum of 50

16. Indian Spell

Florida is the home of many Indian tribes. You have come across a tribe of Seminole Indians that can only spell words and cannot pronounce them. Five members of your group must spell as many words of five letters or more within the time limit. Words must be correctly spelled to count. Each word must have something to do with cowboys and Indians.

Time limit: 5 minutes

Supplies: 1 box of alphabet cereal

Score: 1 point for every letter in the words spelled correctly; no maximum

17. Brahma's Lullaby

Your cattle are restless and you are growing tired. You need sleep. The only way to rest your herd is to sing. Please sing a lullaby to your cattle and also make one up to sing around the campfire. Time limit: none. Any number of members.

Supplies: None

Score: 10 points per song to a maximum of 20.

18. Magic Squares Phrases

Identify the well-known saying or phrase depicted in each square. Five members maximum may participate. No time limit.

Supplies: Page of squares

Score: 2 points each to a maximum of 80 points

19. Paddle the Gargantuan Gulf of Mexico

In order to escape the Indians, your herd must make a crossing of the infamous Gulf of Mexico. One or two seaworthy crafts will be waiting at one end of the sea. You must get to the opposite shore, using only your hands and arms to propel yourself. The shore and the bottom of the sea are highly radioactive so you shouldn't touch them unless you want a hand or foot to fall off. You must propel your craft from the starting point to the finish using a minimum amount of time. All members must get from shore to shore. Watch out for the sharks, barracudas, stingrays, and other nasty sea creatures you may encounter. You must transport

the entire group.

Supplies: Seaworthy craft (tarp/sheet/blanket)

Score: 150 points

20. Community Service

The group must give away the largest point total to any other group.

Supplies: None

Score: Depends on what is given up

21. Duck Waddle

As Florida has many types of birds, many ducks have been seen inhabiting the areas around camp. You can move your herd safely across the Panhandle if you impersonate a duck. Your whole group will participate in this activity. Divide the group into two groups, each group at a line approximately 10 yards apart. This is a relay race. When the first person crosses the line, the next person starts. This is a timed event, 5 minutes per group. Upon completion of the event, your safety is guaranteed. The Indians and the alligators will leave you alone. (They'll think you're crazy!)

Supplies: None

Score: 2 points per person; unlimited total

22. Volleyball Through Ring

One boy and one girl from each group will get 10 tries to throw the football through a ring (about the size of a hula hoop). They may alternate throws or do all 10 at a time. They may stand on other side of ring and catch the ball for each other. Staff person may not help.

Supplies: 1 ball, hula hoop or rope

Score: 5 points per ball through ring to a maximum of 100

23. Human ABCs

One letter at a time the group must complete the alphabet, spelling out the letters with their bodies. The group may use any number of people per letter they want. A person may not participate in two consecutive letters. All members must participate at least once. The letters must be "written" out flat on the ground. Time limit: 5 minutes.

Supplies: Group members

Score: 5 points per letter completed in time limit to a maximum of 130

24. Giant Puzzle

Group members (minimum of 5) are to assemble the giant puzzle. The assemblers must be blindfolded. There may be one sighted person who gives directions to the blindfolded members.

Supplies: Giant puzzle pieces, blindfolds

Score: 50 points for successful completion

25. Dollar Jump

Your cattle have successfully been driven to the Georgia border! Congratulations! However, before you get your payment, you must complete one more task. Your entire council must "jump for the big bucks!" Place a dollar bill flat on the ground and tell the group that anyone who can jump over the bill lengthwise can earn 10 points. To do this, they must grab their toes on both feet by reaching over the front of their feet and not let go during the jump or landing. Players must jump forward over the length of the bill. They may not fall backward. Players may start with their toes as close to the bill as possible. Heels must clear the vertical plane of the bill after the jump. Each participant gets only one try.

Supplies: Dollar bill

Score: 10 points per successful jump

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Florida Cracker Trail Events

Activity & Location	# of delegates	Points possible
1. Map/Trail Makers	unlimited	50
2. Free Throw	1 boy & 1 girl	100
3. Cattle Feed	unlimited	15
4. Alligator Escape	all	unlimited
5. Volleyball Serve	?	unlimited
6. Tumbleweed	all	unlimited
7. Conch Is King	?	unlimited
8. Ponce's Predicament	?	unlimited
9. Human Pyramid	all	50
10. Jack Be Nimble	5-all	unlimited
11. Sidewalk Poster	2-all	50
12. Measure Up	all	unlimited
13. World Capitols	5	50
14. Border Patrol	5	90

15. Wizards of Math	5-all	50
16. Indian Spell	5	unlimited
17. Brahma's Lullaby	?	20
18. Magic Squares	5-all	80
19. Paddle the Gulf	all	150
20. Community Service	all	unlimited
21. Duck Waddle	all	unlimited
22. Ball Through Ring	1 boy & 1 girl	100
23. Human ABCs	all	130
24. Giant Puzzle	5-all	50
25. Dollar Jump	all	unlimited

(Where a "?" is listed for number of delegates, participants will not know until they arrive at the event how many people are needed.)

Processing Questions

The key to the learning process in any activity is not necessarily in the activity itself, but in the discussion that follows. By discussing what happened, the group should be able to summarize what they learned from the activity, as well as provide some new insights which they weren't aware of while doing the activity. Use the following questions to help your group members gain the most from the processing session.

1. How did you begin your planning? What conflicts occurred? How did you resolve them?
2. How did you prioritize the activities you wanted to complete? What did you choose not to do? Could you do all activities? Can you do everything back home? How did you decide today, and how do you decide when you get back home?
3. Sometimes we tend to delegate things we do not want to do. How should we determine who will do what? Why should we ask someone to do something we are unwilling to do? How did you go about determining individual talents among the group for this exercise? How can you do this at home? What would you do differently next time?
4. If someone is good at art, do they make all the posters? Do they have other talents? Were people given a choice or were they assigned?
5. What breaks or good luck did you have? What obstacles or bad luck? Do we make our own luck?

6. What happened when you hit a roadblock? How might you handle things at home when that happens?
7. What steps did you use to make a decision? Can you use these same steps back home to solve a problem?
8. Did you initially bite off more than you could handle? Does this happen at home? How do we react?
9. Which activity went most smoothly? Which was most frustrating? Most fun? Why?
10. Would you have done it all with more time? Less time? More people? Fewer people?
11. Were there any gender-related problems? How were they dealt with?
12. Did your group ever have the feeling of failure? What did you learn from that?
13. Did you cooperate with other groups to complete an activity? If so, which and how?
14. How did you deal with:
 - the frustration of finding another group ahead of you at a station?
 - a canceled activity?
 - a moved activity?
 - needing two people of different gender at some activities?
 - feeling rushed?
 - not doing well at a task you were selected for?
 - giving away your highest points?
15. What leadership skills did you use in this activity? (Let them begin, then prompt if necessary.)
 - decision making
 - problem solving
 - time management
 - identifying and using talents of group members
 - organization
 - evaluating and starting over
 - prioritizing
 - team building
 - communication

- conflict management

16. Who in your group exhibited:

- good listening skills
- conflict resolution strengths
- a sense of humor
- supportive encouragement
- organizing skills
- good judgment
- a positive attitude
- flexibility
- most valuable leadership skills

17. What have you learned that can be applied to your leadership role in your school?



Community Service Projects

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As middle level educators, we are responsible for the development of the "whole" child. What does this mean? It means that not only do we deal with the academics, but we are responsible for the physical, social, and emotional development of these children as well. This includes the development of values and civic responsibility. An active experiential education project can help develop all of these areas. An experiential education project is a carefully planned and monitored service activity where students have intentional goals and reflect on what they are learning throughout the experience. A good community service project can educate students on social issues while developing civic responsibility and self-esteem.

Many parents and educators are currently shocked at what goes on in their children's heads and the traits they seem to find admirable. Television and mass media have robbed them of the old-fashioned values of caring, sharing, individual courage, and service to others. A good

service project can be a means to make these values attractive and credible to kids. It can also foster tremendous creativity and leadership abilities in children who might otherwise sit idle in the classroom.

In order to effectively accomplish this task, we must first become experts at listening, and listen to our children's hearts about what concerns them. We must then become experts on social action and help them acquire the skills necessary to solve the social problems of their choice and teach them how to make a difference in their community.

By allowing your students to seek active solutions to the problems that concern them, you will be helping them to design a better future for themselves. You will also be helping them to take charge of themselves and their lives. As a result, you will see more confident students because they have proven to themselves that they can do almost anything.

Adopt-A-Grandparent Program

At Parkway Northeast Middle School, we have been involved in community service for the last 10 years. Our best project has become an annual event involving our entire school population. During December, our student council facilitates the Adopt-A-Grandparent Program. We contact our local nursing home and ask for the names of people who reside there who have no friends or relatives, basically people who are alone in the world. We also ask for a "wish list" for each person. The "wish list" includes simple gifts or necessities for each "grandparent." Each advisory class (or homeroom) is then assigned a grandparent and given that person's wish list. Through the leadership of each advisory's student council representative the students decide how they are going to help make their "grandparent's" holiday brighter. Usually the kids will figure out a way to get their "grandparents" all the things on the wish list. The group may have to raise money themselves, or sometimes they make the gifts on their own. Either way, the kids are responsible for making the decisions.

MEMORANDUM

To: Advisory Teachers

From: Sue Rimmer, Student Council Adviser

I have received the names for the Student Council Adopt-A-Grandparent Project. These elderly people are residing at the Creve

Coeur Nursery Facility formerly Evergreen Home on Olive, and are very needy. They have no money and have no relatives. Student council's goal is to help make their holiday a little brighter. We are asking each advisory class to "adopt" a person and/or make cards, write letters, or whatever you think is appropriate. Something to keep in mind when deciding about gifts is "would you give this present to a child?" The nursing home asked us not to include the following things: breakable objects, glass, sharp objects, pens, or poisonous plants (poinsettias). Acceptable items include white socks, slippers, footies, house dresses, sweaters, handkerchiefs, pillows, or placemats for their holiday party. I have included estimated clothing sizes. If you don't want to do the shopping, assign your student council senator the job or possibly two or three students would like to work together. Instead of collecting money and purchasing an item, you might want to make a "care package." Each student could bring in a small item and then you could wrap them up together in one big box. You will need to bundle up your goodies and get them ready by Thursday, December 23. Student council members will deliver these to the nursing home in the morning on Thursday, December 23. If you have any questions, please feel free to ask me.

No cookies or candy this year!

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H.U.N.G.E.R. Week

Helping Unfortunate Neighbors Gain Essential Relief

This is our annual canned food and clothing drive. We do this activity in partnership with our feeder high school, Parkway North. Both student councils select a charitable organization to receive the donations. A good-natured competition is established between the two schools. Both schools tally all items collected and the school with the highest number of donations is the designated winner for the year.

Within our own school, competition is also set up between homerooms. Prizes are usually awarded on a first, second, and third place basis. Students are given a choice of prizes that usually consist of candy, movie and popcorn, ice cream, pizza or hamburgers. Teachers generously support these involvements for several reasons. Teachers believe greatly in this HUNGER program. This is a 'high-cause' concept. The students respond very favorably as well which makes for a smooth running cooperative classroom atmosphere. It is a special time of year anyway and the festive attitudes lead to a successful and positive climate. Every

student can bring something to contribute to the success of the home base group.

Walk America

Parkway Northeast Middle participates in the March of Dimes "Walk America" Campaign. We have been chosen as a model school for this event. This means that what our school does in terms of promotion, acquisition, and actual money collection may be used as a model for middle schools nationwide. Our theme for the week was "WALK AMERICA, A Step in the Right Direction."

This theme centers around the Walk America Day on Saturday, April 23 and the collection of money for the March of Dimes. The goal for the week was to build awareness of the March of Dimes and its dedication to the prevention of birth defects, as well as collecting funds for such. Students signed up individually to raise money through their advisory or homeroom. Each adviser or homeroom teacher was given collection envelopes to hand out to interested students.

Student council (StuCo) also sold paper "tennis shoes" at lunch for a 50 cents donation. Students wrote their names and teachers' name on each shoe. StuCo delivered these shoes to the homeroom at the end of each day for display in or outside their classrooms. At the end of the week, during homeroom on Friday, the total amount of individual "shoe" purchases was tallied as well as the entire class's collections, and donation envelopes were collected to be sent to the StuCo office. All money/donations were due at this time. Individual collections and the amount of shoes sold from each advisory/homeroom were tabulated. The seventh grade and eighth grade classes with the highest amount of donations received \$25 toward a party for their group. Other prizes were also offered for individual collectors through the March of Dimes and the RiverPort Amphitheater.

As extra incentive, the school that collected the most would be honored on the field at the St. Louis Cardinals Baseball Game on June 16. In addition, the first 1,000 students to collect \$30 or more would attend a free concert at RiverPort.

Also for incentive purposes, Northeast Middle challenged Central Middle, Oakville Middle, and Rockwood Valley Middle to collect the most money and have the largest team. Mr. Arico also agreed to shave his head if we collected \$2,000.

In conjunction with the Walk America event, Student Council also sponsored a low-keyed Awareness/Spirit Week. Advisory/home-room students were encouraged to become involved in the following days/activities.

Monday—Baby Candy Day

Student Council sold candy in the Great Hall during lunch.

Tuesday—Pink and Blue Day

Students could wear the baby colors of pink and blue.

Wednesday—Baby Picture Day

Students brought in baby pictures which were displayed. Students put money in the jar of the cutest baby.

Thursday—Stuffed Animal Day

Students were asked to bring a favorite stuffed animal to school.

Friday—A Step in the Right Direction, Tennis Shoe Day

Students were encouraged to wear tennis shoes in honor of the Walk America Day on Saturday.

All money collected went to the March of Dimes and added to our school total. There was also an after-school mixer on Thursday.

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Good Soles for Needy Souls

This is an example of a community service project with a unique twist in that students collect a specific item of clothing, namely shoes to be given to the homeless. Individuals in each homeroom may bring in discarded but usable shoes and/or boots that are simply taking up space in their closet. Homerooms compete for the highest total of shoes collected. Coupons were also donated by a local shoe store; For every pair of shoes turned in, the student received a coupon for five dollars off on the purchase of a new pair of shoes.

A "Good Soles for Needy Souls" Dance was also held where admittance was discounted if they donated a pair of usable shoes.

Tickets to the local Ambush Professional Soccer Team game were also given as prizes. Additionally, our principal offered to shave his beard if we collected 600 pairs of shoes. A local television station and two local newspapers captured our principal as he shaved his beard when over 1,500 pairs of shoes were deposited in the student council office. Due to our methods of motivation, our school collected more than any other

organization within the St. Louis metropolitan area. We were also invited to the Charity-Auction which accompanied this citywide endeavor. Any community activity can be used within your school setting to involve and support the worthwhile service projects necessary in your school and/or community.

In summary, as one teacher so aptly stated, "Using homeroom as a basis for these activities really does help get all the kids involved. Every student can do something to contribute to the success of the home room group. Whether it's to buy the pumpkin for the pumpkin-decorating contest, bringing items to decorate it, organizing committees, doing the actual decorating, or presenting the finished project to the judges, each student has the opportunity to do their fair share for the success of the project." Using this approach allows all students, even those who are physically challenged, to contribute and feel good about their overall role within an activity. Some of these students may not be involved in after-school activities, therefore this experience can fill the void.



Activities To Foster Cooperation

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We cannot assume that children know how to work together. Cooperation skills are something we have to teach. More and more people are discovering that cooperative games play an important role in teaching these necessary skills. In cooperative games, competition and winning are not stressed; the players are more important than winning, and the relationship among the players are even more important. Completing the task without forcing involvement, criticizing, teasing, or fighting is the focus. Cooperation and consensus are vital to the success of the game. Parkway has sponsored a variety of activities that foster cooperation and understanding between its students.

Middle School Leadership Rodeo

Your school can sponsor a Games Day involving cooperative games. This can be a schoolwide event and children can be placed randomly in teams. Choose a theme for your day and create your games based on this concept. All events should tie-in to your theme. For example, using a country western theme a Leadership Rodeo can be developed. An

example of this type of activity is the Parkway Leadership Rodeo. You can use this to develop a similar format for your school.

The following games were used in the Parkway Leadership Rodeo as part of our annual Middle School Leadership Day.

Leadership Rodeo Events

1. PIN THE HORNS ON THE BULL

Supplies: 1 picture of a bull's head, several paper "bull's horns," tape and blindfold.

1 point per horn. Blindfold player and have them attempt to pin the horn on the bull. One turn per player.

2. LASSO THE WILD BRONCO

Supplies: 1 stool or chair and several rubber jar rings or hoops

1 point per success. If a player rings all 4 legs he gets 5 extra points. Have player stand 10 feet away and toss rings to ring the legs of the stool. Each player gets 4 tries.

3. CARDS IN THE COWBOY HAT

Supplies: 1 cowboy hat, 1 deck of cards

1 point per card in hat. Have player stand 5 feet from hat and toss cards in hat. Each player gets 5 tries.

4. COWBOY SPELL

Supplies: 1 box of alphabet macaroni or cereal and 1 large sheet of paper

1 point per word. Have team put a handful of letters on paper. Spell words with a western theme.

5. NAME THAT WESTERN SONG

Supplies: 1 cassette tape with several country western songs; 1 cassette player

1 point per recognized song. Have group listen and identify songs on tape.

6. BROOMSTICK HORSE RACE

Supplies: 1 broom or stick

1 point for each player crossing the finish line. Each person on the team must ride their broomstick horse to the finish line.

7. PASS THE ARMADILLO EGG

Supplies: 2 large spoons and several hard boiled eggs

1 point for each player to cross the finish line. Players take turns relay racing to a goal and back while balancing an egg in a spoon.

8. CACTUS NEEDLE DROP

Several clothes pins and 1 milk bottle or other container

1 point per pin in bottle. Player kneels on a chair and holds cactus needle (clothes pin) to nose and lets it drop into bottle.

9. BLOW THE TUMBLEWEED

Supplies: 2 chairs, 1 10-foot string and 1 Styrofoam cut with hole in bottom

1 point for each player completing the relay. Stretch string between 2 chairs. Attach Styrofoam cup to string by running string through hole in bottom. Player crab walks and blows the cup to beginning chair for next player.

10. BUFFALO CHIPS RELAY

Supplies: Several golf tees (enough for each team player) and 1 golf ball

10 points for each team completing the relay. Players line up shoulder to shoulder holding golf tees. Players pass golf balls from tee to tee from first to last. If player drops ball, team starts over from the beginning. Players should hold their noses during the relay!

REMEMBER: Process all experiences with your students. Talking about the activities and what occurred will help them understand what you were trying to accomplish.

Leadership Day

A better way to involve all kids of all backgrounds is to host a districtwide middle level/junior high leadership day. Kids can be trained in leadership skills while meeting other students from across your metropolitan area. It is a great way to develop cohesiveness in your district's community.

Again select a unifying theme and stick with it. Coordinate all your activities with this theme. Middle level kids love to pretend and place themselves in imaginary situations. A well-developed theme will do much to motivate and inspire your participants.

You should also discuss what concepts you want to teach and assign this duty to your senior high students, in conjunction with the high school student council; high school students are often the best teachers and role models for this level. It also helps to have a specific lesson plan guide for the senior high students to follow. This ensures that the concepts you want taught will be covered in a uniform way.

The following is an example of a program used in Parkway and at the Missouri Association of Student Councils State Convention at Jefferson City HS in Jefferson City, Missouri.

Parkway Leadership Park Schedule

October 19, 1993

8:15-8:30	.....	Arrive at Leadership Park
8:30-8:45	.....	Packin' Your Gear
8:45-9:00	.....	Loadin' Your Jeep
9:00-10:20	.....	The Grand Entry
10:20-10:50	.....	The Big Game Hunt
10:50-11:00	.....	Lions, Tigers, & Bears
11:00-11:30	.....	Grazin' the Animals (Lunch)
11:30-11:45	.....	Jungle Celebrities
11:45-12:15	.....	Picture Taking
12:15-1:15	.....	Leadership Park Safari
1:15-1:30	.....	The Grand Finale

Middle Level Leadership Day*October 19, 1993**High School Workshops (presenters are from district high schools)*

Workshops and presenters	School to present
Icebreakers	South High
Fundraising	South High
Planning Effective Assemblies	South High
Creating a Positive School Spirit	South High
How To Run a Successful Campaign	Central High
Don't Do Cliques	Central High
Assemblies	Central High
Icebreakers	Central High
Agenda for Leadership Day	Central High
Bonding with Your Student Council	North High
How To Be An Effective Leader	North High
Roles of Student Council Members	North High
How To Publicize Effectively	North High
Student Council Projects: How To Make Them Successful	West High
Communications "The Invisible Man"	West High

Conflict Mediation

Conflict mediation training may be the most valuable tool of all in preparing students to live in a multicultural world. It emphasizes listening to others' points of view and the peaceful resolution of differences and problems among students. Mediation provides a means of problem solving that is suitable for adolescents to use for their own personal problems that they would not take to an adult. The responsibility for solving school conflicts lies with the student and not the teachers and administrators.

The use of mediation can improve the school climate as it can reduce violence, absence, and suspension rates. It also empowers young people by recognizing their competency to resolve their own problems. Please note: conflict mediation should never be attempted without appropriate training for the peer mediators.

For a mediation to be successful, there are several important steps and phases of the process to follow. The first step is to understand the purpose of a mediation and lay some ground rules. The participants must understand that the mediators are not judges or a court. They are listeners and helpers who provide an opportunity for parties to talk, listen, and try to come to a resolution.

The ground rules are simple and revolve around the concept of respect. All participants must agree to all ground rules. No putdowns are allowed and students may not interrupt each other. They must be honest about their feelings. All that occurs and all that is said during a mediation must remain confidential. No gossiping is allowed.

Phase One—Introductions

1. Have everybody introduce themselves.
2. Explain what the mediators do and what the rules are.
3. Explain the steps of conflict mediation.
4. Clarify all questions participants may have.

Phase Two—Telling the Story

1. Have both parties tell their side of the story to the mediators.
2. State the facts, and feelings of what both parties say.
3. Summarize both parties' side of the story.
4. Make sure that as a mediator you understand the problem.

Phase Three—Understanding the Problem/Identifying Facts and Feelings

1. Have the participants tell their side of the story to each other.
2. Bring out facts and feelings of what the participants say.
3. Have the participants change roles. They should try to see the conflict from the other person's point of view.
4. Summarize the facts and feelings of both sides.

Phase Four—Alternatives Search/Identifying Alternative Solutions

1. Ask both parties how they can solve the problem.
2. Write down all possible solutions.
3. Check off only the solution to which both parties can agree.

Phase Five—Resolutions/Reaching an Agreement

1. Use only the solutions to which both sides agree.
2. Write a contract up in participants' own words.
3. Have everybody sign it.

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Phase Six—Departure/Follow-Up and Thank You

1. Explain to the participants how follow-up works.
2. Remember to thank the people for being there and for letting the Mediation Team help them.
3. Remind the disputants that they may return to mediation if their agreed-upon solution does not work. If it cannot be resolved, then send both parties to the counselor or the principal for referral.

The above process has been very successful at Parkway Northeast Middle School. Our Mediators are called T.O.P.S.—Talking Over Problems Peacefully. They have been successful in cutting down the number of suspensions, detentions, and discipline referrals to administrators.

C-CONNECT

C-CONNECT (pronounced "C"—connect) is a Parkway School District Program that attempts to break down communication barriers and foster interaction with students of other cultures. C-CONNECT is abbreviated from City/County Organization for Negotiating Effective Communication

and Trust. This program is an attempt to emphasize the district's goal of developing and initiating a model integration program that will support the academic, social, and personal growth of all students. Furthermore, the program desires to utilize community resources of both the city and county. Real effort is made to develop skills that will increase Parkway students' chances of being successful, contributing, and productive members of society.

Partnerships or bridges across cultural, religious, social, and economic stratas will cause a cohesiveness between these divisions due to commonalities provided by the city and county and solid communication platforms. Strategic platforms are the very objectives of C-CONNECT. They are:

- First creating a school climate in which minority students are invited and encouraged to be a part of every facet of the school community.
- Second, teaching minority students they are ultimately responsible for their own success.
- Third, actively involve the families of the minority students in the education of their children and in the life of the school community.
- Fourth, fully integrate the minority county students in the school community.
- Fifth, implementing intervention strategies that will reduce the number of minority suspensions.
- Sixth, teaching minority students problem-solving skills by involving them in planned leadership activities.
- Seventh, educating teachers, administrators, and support personnel through a designed multicultural staff-development program.

Developing good self-esteem, student support systems, orientation or multicultural programs to help understand varied philosophies, transition programs, parent interventions, and strategies new to the district/school, and teacher-student sensitivity training are all directions for success within the school philosophy of inclusion. C-CONNECT acts as an umbrella for several component programs within the schools. Students represent all cultures, social groups, and all academic levels.

Five areas are developed to meet the program's objectives:

1) Problem solving. Conflict mediation teams have been developed in the schools to help the students learn to solve problems peacefully, without violence. The goals for conflict mediation also include

enhancing student climate, empowering students to become problem solvers, and modeling of appropriate behavior.

The implementation of this program has resulted in a more positive school climate. Discipline referrals have decreased (i.e., fighting, intimidation, insubordination) with fewer students withdrawing from the school district. Attendance and academic behavior have also improved.

2) Leadership training. Superintendents have developed a leadership council with student representatives from each secondary school. The primary goal for this organization is to provide for a student-to-administration and administration-to-student communication process. The council also promotes awareness and involvement of cultural diversity, leadership opportunities, and representation from all cultural and social groups.

The accomplishments of the Superintendent's Leadership Council have resulted in students having a more viable role in district decision making and increased multicultural representation in all school programs, therefore improving self-esteem and community climate.

3) Academics is a focal point that is approached via after-school tutorial programs, adopt-a-student, and self-directed programs. At least two days a week, student assistant programs are available to escalate grades. Students that are Honor Society, math, and science oriented and model successful student performance are utilized. After-school teacher-directed programs are also scheduled, including special education teachers, and math and science areas are again emphasized. All this has resulted in improved self-esteem, better communication techniques, superior attendance, academic improvement, and stronger study skills. With these accomplishments, greater self-directed activities have aided their participation and involvement.

4) Partnership. Effective City/County partnerships have been established with St. Louis area colleges, universities, and businesses. These partnerships encourage activities such as Minority Student Visitation Day, Faculty Support Programs, and Community College Awareness. Stronger school/parent partnerships have been developed through activities such as school/district town meetings, multicultural representation in parent committees, P.T.O., and student activities. These activities have resulted in effective postsecondary transitions for all students, increased partnerships with colleges and universities, increased

parental involvement, and increased communication between school and home.

5) Career Planning. Students are encouraged to be involved in field trips to businesses and universities/colleges. They are also encouraged to take advantage of local opportunities such as the Minority Entrepreneur Luncheon, Parochial Education Career fairs, College Career fairs, Health fairs, and the St. Louis Career Center activities.

As a result students have become more aware of future opportunities in the world of work. Students plan for the future and perceive high school to be a stepping stone to the future.

C-CONNECT bridges the gap and unites the factions within the Parkway School District. The very words of City and County Organization for Negotiating Effective Communication and Trust, especially the communication and trust aspects, are being put into action on a day by day process. With optimism we'll take these types of problems and unite the multiple cultures of our school district.



Conclusion

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For many students and teachers, surviving the middle school years is like climbing Mt. Everest. It can seem like an insurmountable and overwhelming task; a long, hard journey filled with obstacles and peaks to climb. It can also be like a meadow with peaceful valleys and sunshine; a pure joy. For many kids it is a scary proposition to leave the safety and warmth of an elementary school and venture forth into this new territory called middle school. They need a good solid foundation under them in order to scale those "peaks" of adolescence and truly enjoy the exhilaration of their new environment. Many children don't have this foundation and may not acquire it through the classroom experience alone. Your student activities program can act as a safety net for those students struggling to reach the top. It can provide them with the skills necessary to make their journey more enjoyable and less fearful. It is important to use your student council in this endeavor, as it can act much like a climbing team does, reaching out to help others when their footing is unsure. Using the homebase class will ensure that everyone is connected to each other, keeping those at-risk children from falling through the cracks.

Hopefully, you can use this book as your trail map—guiding you and your students over the obstacles to reach the summit, allowing you to view and experience the joy of the middle school years.

Best wishes to you for a fantastic journey!

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Appendix

Background

A recent Harvard study facilitated by doctoral student and researcher Nadine Ball takes a look at the public school desegregation plan in the metropolitan St. Louis area. Special emphasis is given to the Parkway School District's plan because of its size, the attention given to the district by the St. Louis media, money received by the district from the state for the voluntary transfer students (VTS), and attention given to this program by the district itself. Parkway serves the largest number of desegregation students in the St. Louis metropolitan area.

Ms. Ball conducted her research prior to the re-negotiations for the 1983 Desegregation Settlement Agreement between Parkway and the Metropolitan School Desegregation Program. She submitted several recommendations for the continuation and enhancement of Parkway's role in the Metropolitan School Desegregation Program. Specific program recommendations pertain to the middle schools in Parkway because of her personal teaching experience at this level and her review of the Voluntary Interdistrict Coordinating Council's Tenth Report to the District Court of St. Louis. It is an area in need of attention. "Voluntary Transfer Students, whether new or seasoned veterans of city to county transfer, endure a lot to come to Parkway's schools. They deserve the best that Parkway has to offer." (Ball, 1993)

St. Louis is a racially segregated community. Jobs, businesses, and residential housing are segregated by race more than socioeconomic status. These divisions result in negative social and economic consequences for the entire population, but specifically result in inferior municipal and educational services for African-Americans. Unequal opportunities in housing, accommodations, education, and employment are well documented aspects of life for black St. Louisans.

In 1982, St. Louis District Courts ruled in favor of a mandatory interdistrict plan requiring area-wide school districts to have busing to achieve desegregation. Parkway, along with other school districts, developed an interdistrict plan that would allow all parties to retain their autonomy. (Ball, 1993) Thus, Parkway implemented a wide variety of

programs to serve and benefit city transfer students as part of the Parkway student body. Parkway now accepts the largest number of Voluntary Transfer Students and receives over 16 million dollars per year in incentives from the state of Missouri to participate in the Voluntary Interdistrict Desegregation Program. (VICC 10th Report, p. 29) Therefore, it is well within the economic interest of the Parkway district to create a community that welcomes and fosters the success of these students. Parkway's variety of programs, for instance, involves nearly 57 percent of Voluntary Transfer Students in its cocurricular activities. However, much attention and additional work needs to be done. For example, a related and equally problematic issue for the entire VTS program is the low achievement rate of transfer students. Ms. Ball quotes an NAACP report stating, "Academic achievement of transfer students is generally low. Few achieve high grade standing...(but) many do not achieve passing grades. Not only do many earn low grades, but few are represented in the Challenge-Level classes." Additionally, Parkway struggles to create a community which welcomes and fosters the success of VTS students.

Parkway, the city of St. Louis, and other districts need the diversity and communication that can be developed from the successes in the program. Providing transfer students with equal access has been a start. The students put it eloquently: "The Desegregation Program provides both African-American and white county students with exposure to people from a different social background as we explained, you get everything in a school when you have a deseg program." (pp. 75-76, VICC 10th Report)

The Desegregation Program not only allows African American and white students to interact but provides a setting for other cultural interactions within the Parkway School Community as well. Black students explain: "You go out there in the county and you get to know more people, and you might be thinking one thing about certain color, race; then you get to know them and then find out they are just the same. They are just like you." (p. 20)

White students explain: "When you go through life you're not going to be in a place that's all white. You're going to be with, you know, each different culture. So just having them there, you know, that's life. That's preparing you to go into the real world." (p. 28)

Multicultural students also need to enjoy greater representation within the schools. One area where increased multicultural representation must be established is within individual school student councils. In order to achieve this school districts need to establish a policy for student council selection that does not rely solely on grades, but enables both the traditional first-tier (popular leaders), and second-tier (less popular, still visible) leaders to be representatives of the student body. Hence, the program at Parkway Northeast Middle has been regarded by Ms. Ball as a model for middle schools as it results in a higher representation of multicultural students. This benefits everyone because it enhances the number of student groups that feel represented, especially those multicultural and traditionally disenfranchised groups.

Development of leadership is a strong position being taken by Parkway. Defining "leadership" encompasses the community, the city, and the individual. Recognition of diversity enhances communication and leadership, which are contributing factors to the success of this VTS program. Parkway is in the process of discovering the power of its diversity and at the same time, drawing its strength from its commonality. We must work to eliminate the inequities and create a healthy community that works together to create a life worth living. (Ball, p.14)

An ethnically diverse student council can serve as an avenue for development of this leadership and erase barriers of discrimination through communication, trust, and teamwork. Therefore, this book provides guidelines for your student councils, schools, and advisers in the nurturing of this leadership.

About the Authors

Sue Rimmer is currently the student council sponsor at Parkway Northeast Middle School in St. Louis, Mo. She has been involved in StuCo activities for the last 15 years. She serves as co-director of NASSP's middle level National Leadership Camp, located at the Florida Leadership Training Center near Orlando, Fla., and is the middle level coordinator for the Missouri Association of Student Council's Leadership Workshop at William Woods University in Fulton, Mo. Sue has written numerous articles for *Leadership* magazine, including serving as the middle level columnist in 1995-96. She was recognized as the Missouri Student Council Adviser of the Year in 1996.

Jim Arico currently teaches health at Parkway Northeast Middle School in St. Louis, Mo., where he is the student council co-sponsor and Wellness Coordinator. He has been associated with student councils for the past 25 years in one capacity or another—as a head coach coordinating with Homecomings, and fund raisers, as a principal approving and supporting student council activities, and as an adviser. Jim has worked on staff of state and national student council leadership camps and workshops, and has been recognized as Coach of the Year, Teacher of the Year, Administrator of the Year, and Who's Who in Religious Education in America Awards.

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